DOCUMENT RESUME

ED 170 448 AA 00[illegible] 066

Resources in Education (RIE). Volume 14, Number 10.

Educational Resources Information Center (DHEW), Washington, D.C.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Oct 79

Note-Contains accession numbers ED 170 448-ED 171 873

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; On annual subscription, $42.70 (Domestic), $53.40 (Foreign)

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-*Abstracts, *Annotated Bibliographies, *Documentation, Education, Educational Research, *Educational Resources, Indexes (Locaters), *Information Dissemination, *Instructional Materials, Literature Reviews, Periodicals, Resource Guides, Technical Reports

Identifiers-ERIC, *Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This Special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

CE

ED 170 449 CE 016 526

Condie, Helen Gebo, Emma

Basic Competencies for Entry Level Vocational Home Economics Teachers in the State of Idaho.

Idaho State Univ., Pocatello. Consumer Economics Dept.
Spons Agency-Idaho State Board of Vocational Education, Boise.
Pub Date-May 78
Note-114p.; Not available in hard copy due to small, thin type in the original document
Pub Type- Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Beginning Teachers, *Home Economics Skills, *Home Economics Teachers, Research, Secondary School Teachers, *Student Teacher Relationship, *Teacher Role, *Teaching Skills
Identifiers-*Idaho

A study was conducted to determine the competencies which the home economics teachers in Idaho felt were absolutely necessary for a beginning home economics teacher in Idaho to have to best meet student needs. A survey instrument was designed, after consultation with teacher educators and state staff for vocational home economics in Idaho, to assess competencies in three basic areas: educator's role, teacher-learner transaction, and subject matter competencies (e.g., children and parenting, nutrition, clothing, and financial resources). The survey also included questions concerning year of graduation, years of teaching experience, current teaching position, and educational level of the respondents. Two hundred eighteen surveys were distributed to junior high and senior high home economics teachers who were under Idaho contract for the 1977-78 year, and 143 responded (65% return rate). Data were categorized and tabulated according to frequency of response using percentages. Results included the following: (1) beginning teachers should show pride, confidence, and enthusiasm in the profession and establish good working relationships with the students, and (2) teachers must provide opportunities in which learners are motivated. (Line graphs illustrate survey results. A sample of the survey instrument is appended along with results in percentages.) (CT)

ED 170 450 CE 017 590

In Perspective. Colombo Plan Staff College for Technician Education: First Two Years.

Colombo Plan Staff Coll., Singapore.

Pub Date- 78

Note-76p.; Not available in hard copy due to small, light print

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Course Descriptions, Curriculum Development, *Developing Nations, Educational Assessment, Educational Development, *Educational Objectives, Educational Planning, Educational Problems, Educational Research, Educational Strategies, *Educational Technology, *Faculty Development, Foreign Countries, Governance, Library Facilities, Paraprofessional Personnel, Participant Characteristics, Program Administration, Program Evaluation, Program Planning, School Funds, *Technical Education

Identifiers-*Colombo Plan Staff College Technician Training, Singapore

This brochure explains the basic structures, content, and methodologies, which have been established by the Colombo Plan Staff College for Technician Training for its activities in its first two years of operation. The role of a variety of technicians is explained, along with their importance in developing countries. The problems of technician education development are examined with emphasis on several major concerns. A short explanation of the Staff College (SC) is included. The areas of study (planning of training systems, curriculum design and development, and institution planning and management) are discussed. SC courses are described, along with course strategies and courses designed specifically for individual developing countries. Research and development projects are briefly examined. Short descriptions are included of the library and documentation facilities, the College faculty, and funding and aid. Lists include SC governance, governing board, participants in SC courses, and visiting specialists who assisted on SC courses. Charts illustrate the participation pattern in SC courses and in country courses. Photographs of SC staff and course participants accompany the text. (CT)

ED 170 451 CE 018 582

Brolin, Donn And Others
Mainstreaming Missouri State Dept. of Elementary and Secondary Education, Jefferson City.; Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.

Pub Date-Jun 78
Note-105p.; For a related document see CE 018 584 ; Some pages may not reproduce clearly due to colored background
Pub Type- Guides - Non-Classroom (055) - Reference Materials (130)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Classroom Environment, Definitions, Educational Assessment, Federal Legislation, *Handicapped Students, Job Placement, *Mainstreaming, Needs Assessment, *Program Planning, *Reference Materials, Resource Teachers, Secondary Education, Staff Improvement, *Vocational Education
Identifiers-Missouri

Eight sections of information concerning vocational education for handicapped students are provided in this guide designed for administrators of vocational education programs. Section I presents an overview of three federal laws affecting vocational education. The identification of handicapped students by local school districts is discussed in section II. Included in this section are the Missouri definitions for handicapping conditions. The role and responsibility of a vocational resource educator (VRE) as a person who has expertise in special and vocational education is discussed in section III. A copy of a questionnaire and the analyses of results of a study undertaken to determine the need for a VRE are also provided in this section. Staff development considerations and suggestions are presented in section IV, while section V describes considerations for vocational programming for handicapped students. Also described are four exemplary vocational education programs in the United States. Considerations for mainstreaming students with handicaps are provided in section VI. Topics include the least restrictive environment, individualized education program (IEP), and accommodating students (eligibility requirements, physical environment, curriculum, time, and equipment). Legislation of hiring practices, job development, pre-employment skills, job placement, and followup are discussed in section VII. Finally, section VIII describes sources of assistance to aid in the process of mainstreaming. Missouri state and local resources are discussed. Also included is a list of national organizations. (JH)

ED 170 452 CE 018 584

Brolin, Donn And Others
Mainstreaming Missouri State Dept. of Elementary and Secondary Education, Jefferson City., Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
Pub Date-Jun 78
Note-86p.; For a related document see CE 018 582 ; Some pages may not reproduce clearly due to colored background
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Classroom Environment, Definitions, Educational Assessment, Federal Legislation, *Handicapped Students, Job Placement, *Mainstreaming, Program Evaluation, *Program Planning, Reference Materials, *Resource Guides, Resource Teachers, Secondary Education, Teaching Techniques, *Vocational Education
Identifiers-Missouri

Designed for vocational educators, seven sections of information concerning vocational education for students with handicaps are provided in this resource guide. Section I provides an overview of major federal legislation, the Individualized Education Program (IEP), and definitions of specific handicaps as defined by Missouri statutes. Section II describes the role and function of a vocational resource educator. Guidelines and considerations for vocational assessment and evaluation are presented in section III. Also included in this section is an annotated bibliography of various assessment instruments (aptitude, interest, and work evaluation). Section IV discusses four areas of concern for accommodating handicapped students: physical environment, curriculum, time requirements, and equipment and materials. Instructional considerations for teaching handicapped students are presented in section V. Topics include the IEP, preparing the classroom environment for mainstreaming, teaching techniques for specific handicapping conditions, classroom organization and management, and community and parent involvement. Section VI discusses job placement, employment, and follow-up. The concluding section contains a list of resource materials (books, guides, bibliographies) and a list of directories of services and materials. (JH)

ED 170 453 CE 018 651

Elias, John E. Smith, Marilyn Peter

Distributive Education. Getting a Job. Instructor's Curriculum.

Missouri Univ., Columbia. Instructional Materials Lab

Report No.-DE-16-1

Note-86p.; For related documents see CE 018 652-660 ; Parts may not reproduce clearly due to colored paper

Available from-Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Distributive Education, *Employment Interviews, *Instructional Materials, *Job Application, *Job Search Methods, Job Skills, *Learning Activities, Performance Based Education, *Portfolios (Background Materials), Secondary Education

Twelve lesson plans on getting a job are presented in this performance-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; pre-assessment instrument (group question and answer session); and unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e.g., transparency masters). Lesson plan topics include job applications (sample form included), job search methods, resume preparation, letters of application, employment interviews, and follow-up letter. The unit also contains a post-assessment (with answer key) related to the enabling objectives and a unit evaluation (student applies and is interviewed for an actual job). (JH)

ED 170 454 CE 018 652

Lankford, Dave Comte, Don

Distributive Education. Selling. Curriculum.

Missouri Univ., Columbia. Instructional Materials Lab.

Report No.-DE-17-I

Note-161p.; For related documents see CE 018 651-660 ; Parts may not reproduce clearly due to colored background

Available from-Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Distributive Education, Employment Opportunities, Ethics, *Instructional Materials, Job Skills, *Learning Activities, Merchandising, Performance Based Education, *Salesmanship, Sales Occupations, Secondary Education

Nineteen lesson plans on selling are presented in this performance-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; pre-assessment instrument (essay test and answer key); and unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e.g., transparency masters). Lesson plan topics include the business cycle, sales persons characteristics, sales ethics, steps of a sale, customer psychology, salesperson - customer interaction; closing a sale, case studies, and career opportunities. The unit also contains a post-assessment related to the enabling objectives and a unit evaluation (student performs actual sales demonstration - rating sheet included). (CT)

ED 170 455 CE 018 653

Elias, John E. Smith, Marilyn Peter

Distributive Education. Human Relations on the Job. Curriculum.

Missouri Univ., Columbia. Instructional Materials Lab.
Report No.-DE-18-1
Note-113p.; For related documents see CE 018 651-660 ; Parts may not reproduce clearly due to colored background
Available from-Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Distributive Education, Employee Attitudes, *Employer Employee Relationship, *Human Relations, *Instructional Materials, Job Skills, *Learning Activities, Performance Based Education, Secondary Education, Task Performance

Eighteen lesson plans on human relations are presented in this performance- based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; pre-assessment instrument (group question and answer session); and unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e.g., transparency masters). Lesson plan topics include employee-employer expectations, work habits, personal appearance, employee attitudes, company policies, job performance, and case studies. The unit also contains a post assessment (with answer key) related to the enabling objectives and a unit evaluation (student's human relations skills are evaluated by employer on the job). (JH)

ED 170 456 CE 018 654

Graves, Katie Moss, Dennis

Distributive Education. Careers in Marketing. Instructor's Curriculum.

Missouri Univ., Columbia. Instructional Materials Lab.

Report No.-DE-19-1

Note-150p.; For related documents see CE 018 651-660 ; Parts may not reproduce clearly due to colored background

Available from-Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Career Awareness, Career Ladders, Career Opportunities, *Career Planning, *Distributive Education, *Instructional Materials, Job Skills, Job Training, *Learning Activities, *Marketing, Performance Based Education, Secondary Education

Sixteen lesson plans on careers in marketing are presented in this performance-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; and unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e.g., transparency masters). Lesson plan topics include self-analysis, interest inventory, occupational information, job skills, job progression, personal inventory, career planning. The unit also contains a post-assessment (with answer key) related to the enabling objectives and a unit evaluation (student writes a project report on career goals). (CT)

ED 170 457 CE 018 655

Cook, Jay

Distributive Education Curriculum. Orientation to Distributive Education. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

Report No.-DE-21-I

Note-99p.; For related documents see CE 018 651-660 ; Parts may not reproduce clearly due to colored background

Available from-Midwest Regional Center, State Department of Vocational & Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Distributive Education, *Instructional Materials, Job Skills, *Learning Activities, Performance Based Education, Secondary Education, *Student Organizations, Vocational Education

Identifiers-*Distributive Education Clubs of America

Seven lesson plans on orientation to distributive education and DECA are presented in this performanced-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; and unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e.g., transparency masters). Lesson plan topics include facts about vocational and distributive education, cooperative work programs, DECA (Distributive Education Clubs of America), duties of DECA officers, and DECA activities. The unit also contains a post-test with answer key related to the enabling objectives and a unit evaluation (role playing situation in which student explains distributive education and its benefits). (JH)

ED 170 458 CE 018 656

McCommon, Judy

Distributive Education. Parliamentary Procedure. Instructor's Curriculum.

Missouri Univ., Columbia. Instructional Materials Lab.

Report No.-DE-22-1

Note-139p.; For related documents see 018 651-660 ; Parts may not reproduce clearly due to colored background

Available from-Midwest Regional Center, State Department of Vocational & Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Distributive Education, *Instructional Materials, *Parliamentary Procedures, Performance Based Education, Secondary Education, Student Organizations

Identifiers-*Distributive Education Clubs of America

Twelve lessons plans on parlimentary procedure are presented in this performance-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; and unit outline (table of contents, time required for unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e.g., transparency masters).

Lesson plan topics include conduct of meetings; order of business; types of committees; main subsidiary, incidental, and privileged motions; and actual meeting situations. The unit also contains a post-test, with answer key related to the enabling objectives and a unit evaluation (students conduct a meeting utilizing the principles of parliamentary procedure). (CT)

Donze, Jane And Others
Distributive Education. Communications. Instructor's Curriculum.
Missouri Univ., Columbia. Instructional Materials Lab.
Report No.-DE-23-1
Note-175p.; For related documents see CE 018 651-660 ; Parts may not reproduce clearly due to colored background
Available from-Midwest Regional Center, State Department of Vocational & Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Business Communication, *Communication Skills, *Distributive Education, *Instructional Materials, Job Skills, *Learning Activities, Performance Based Education, Secondary Education, Speech Communication, *Verbal Communication

Sixteen lesson plans on communications are presented in this performance-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; pre-assessment instrument (with answer key); and unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e.g., transparency masters). Lesson plan topics include listening to and following directions; communication process; delegating authority; spelling, speaking, and writing; giving a speech; business introductions; and sales clerk-customer interaction. The unit also contains a post-assessment with answer key related to the enabling objectives and a unit evaluation (student will prepare and deliver a three to five-minute speech). (JH)

ED 170 460 CE 018 658

Wallace, William
Distributive Education. Mathematics. Instructor's Curriculum.
Missouri Univ., Columbia. Instructional Materials Lab.
Report No.-DE-27-1
Note-60p.; For related documents see CE 018 651-660 ; Parts may not reproduce clearly due to colored background
Available from-Midwest Regional Center, State Department of Vocational & Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Business Skills, *Distributive Education, *Instructional Materials, Job Skills, *Learning Activities, *Mathematical Applications, *Mathematical Concepts, Payroll Records, Performance Based Education, Secondary Education, Taxes

Eight lesson plans on mathematics are presented in this performance-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; pre-assessment instrument (with answer key); and unit outline (table of contents, time required for unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e.g., transparency masters). Lesson plan topics include rounding off numbers, decimals, percentages, figuring salaries, commissions, figuring sales tax, and discounts. The unit also contains a post-assessment with answer key related to the enabling objectives and a unit evaluation. (CT)

ED 170 461 CE 018 659

House, John Bruns, Joe

Distributive Education. Economics of Marketing. Instructor's Curriculum.

Missouri Univ., Columbia. Instructional Materials Lab.
Report No.-DE-33-1
Note-84p.; For related documents see CE 018 651-660 ; Parts may not reproduce clearly due to colored background
Available from-Midwest Regional Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Delivery Systems, *Distributive Education, *Instructional Materials, Job Skills, *Learning Activities, *Marketing, Merchandising, Performance Based Education, Secondary Education

Twelve lesson plans on economics of marketing are presented in this performance-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; and unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e.g., transparency masters). Lesson plan topics include marketing concepts, key distribution activities, industrial and consumer markets, market segmentation, channels of distribution, types of distributive businesses, and consumer psychology. The unit also contains a post-assessment with answer key related to the enabling objectives and a unit evaluation (student develops a marketing strategy). (JH)

ED 170 462 CE 018 660

Bussow, Larry Lindhardt, Fred

Distributive Education Curriculum. Human Relations in Marketing and Distribution. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.
Report No.-DE-20-1
Note-123p.; For related documents see CE 018 651-659 ; Parts may not reproduce clearly due to colored background
Available from-Midwest Regional Center, State Department of Vocational & Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Distributive Education, Employee Attitudes, Employer Employee Relationship, *Human Relations, *Instructional Materials, Job Skills, *Learning Activities, *Marketing, Performance Based Education, Secondary Education, Success Factors, Values
Identifiers-*Distributive Education Clubs of America

Twenty lesson plans on human relations in marketing and distribution are presented in this performanced-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; pre-assessment instrument (class discussion); unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e.g., transparency masters). Lesson plan topics include values clarification, occupational ranking, personality traits, employee attitudes, change, creativity, employer employee relationship, job success, and human relations problems. The unit also contains a post-assessment with answer key related to the enabling objectives and a unit evaluation (student completes the Organization Behavior Describer Survey). (CT)

ED 170 463 CE 018 666

Guide to Competency-Based Education for Business and Office Occupations. A Catalog of Bookkeeping/Accounting, Clerical/Secretarial, and Data Processing Skills Which Your Students Need to Get a Job and to Keep It.

New Mexico State Dept. of Education; Santa Fe. Div. of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 77
Note-154p.; Parts may not reproduce clearly due to colored background
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accounting, *Behavioral Objectives, Bookkeeping, *Business Skills, Career Development, Clerical Occupations, Course Content, Data Processing Occupations, Employment Opportunities, *Job Skills, *Occupational Information, *Office Occupations Education, *Performance Based Education, Postsecondary Education, State Curriculum Guides, Vocational Education
Identifiers-*New Mexico (Albuquerque)

This curriculum guide was developed to help administrators develop a competency-based postsecondary curriculum to prepare students for employment in business [illegible] office occupations. The content is in five sections. The first one introduces the concepts and techniques of competency-based education and includes some sample forms, such as student progress charts and instructor's schedules. Each of the next three sections presents the core competencies and job skills along with prerequisite knowledge (subject matter student must know to fulfill the competency) for one job cluster. The three job clusters covered are bookkeeping/accounting (includes bookkeeping clerk, full charge bookkeeper, accountant, and internal auditor/controller), data processing (includes key entry operator, data control clerk, data processing trainee, and programmer), and clerical/secretarial (includes receptionist clerk-typist, word processor, clerk-stenographer, secretary, and administrative secretary). An outline of the vocational competencies and liberal arts subjects required for an associate degree in secretarial administration is included. The last section covers the employment outlook for several occupations within the three job clusters and for each occupation includes a description of work, helpful personal traits, training, salary, and employment outlook in the United States, New Mexico, and Albuquerque. (EM)

ED 170 464 CE 018 799

Etaugh, Claire Kasley, Helen Czachorski

Evaluating Competence: Effects of Sex, Marital Status, and Parental Status.

Pub Date- 77

Note-17p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bias, Comparative Analysis, *Employment Qualifications, Evaluation Methods, Females, *Job Applicants, Job Skills, Males, Marital Status, *Perception, *Sex Discrimination, *Social Discrimination, Social Influences, Stereotypes, Working Parents

A study was conducted to examine the influence of a job applicant's sex, marital status, and parental status on evaluation of competence. One hundred eighty-four female and one hundred eighty-four male college students were given a completed job application and an article written by an applicant. The job applicant was described to the subjects in the following manner: for half of the subjects of each sex the applicant was designated as being a male and for the other half, a female; half of the applicants of each sex were described as married and half as single; half of the applicants in each of the two marital status categories were identified as having one child, and the other half as having no children; and all other information (birthdate, place of residence, educational background, and employment history) was identical for all applicants. Subjects answered eight evaluative questions concerning the competence of the applicant and the merits of the article. Females were devalued by both male and female subjects, but particularly by males. Applicants of both sexes who were married and childless were evaluated more favorably than applicants who were single and had a child. (Author/JH)

ED 170 465 CE 018 852

Indiana Career Education. Final Project Performance Report.

Indiana State Dept. of Public Instruction, Indianapolis.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 77
Grant-G00764173
Note-128p.; Not available in hard copy due to thin light type in the original document; For related documents see ED 132 264 and ED 138 786
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Attitudes, Advisory Committees, *Career Development, *Career Education, Counselor Attitudes, Educational Accountability, *Educational Objectives, *Needs Assessment, Parent Attitudes, Secondary Education, *Statewide Planning, Student Attitudes, *Student Needs, Teacher Attitudes
Identifiers-Education Amendments 1974, Indiana

The Indiana State Advisory Council on Career Education was appointed to aid in identifying the present status and needs of career education and to interpret and disseminate such data to the general public. The needs of students were assessed through the use of six survey instruments which were administered to superintendents, principals, teachers, counselors, parents, and students (instruments appended). The student population sampled consisted of 300 seniors representing a range of educational abilities. Nine career education outcome statements were developed and included on the superintendent, principal, teacher, counselor, and parent surveys. These outcome statements were identified by the respondents as a need of students and whether the schools were meeting each need. All statements were considered important needs of the students and all but statement #5 (providing basic skills) were rated as not being met by the schools. The high school seniors responded to statements related to their school activities, experiences, and their future plans. The results of the student assessment indicate that current school programs may not be meeting the career development needs of the students. The personnel development needs were also assessed and existing and potential resources were identified. This information will be used to develop a state plan which includes short and long range objectives. (BM)

ED 170 466 CE 019 199

Alvir, Howard P.

Needs Assessment in Adult Education Programs. (A How-to-Do-It Summary).

Pub Date-7 Dec 78

Note-38p.; Not available in hard copy due to light print

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, *Adult Education Programs, Audience Participation, *Community Study, *Needs Assessment, Problems, Problem Solving, *Program Development, Program Evaluation, Program Planning

This handbook, a how-to-do-it summary, explains the needs assessment in adult education programs. It contains workshop materials necessary for developing an organized needs assessment. Needs assessment, a systematic method of identifying what needs to be done in a given area, is operationally analyzed according to symptoms, problems, diagnosis, assessment, proposed solutions, implementations, evaluations, and deeper levels of needs assessment. The workshop materials, presented in seven sections, are designed to help adult educators achieve seven basic outcomes: (1) develop a working knowledge of the needs assessment process, (2) develop a working knowledge of the community overview process, (3) organize a basic structure for community survey instruments, (4) organize a time line and flowchart for the local community, (5) incorporate data into program planning, (6) measure impact in a variety of ways, and (7) design program objectives for a specific community. Definitions, nuts and bolts,'' and other types of general/specific information are included in these guidelines. For objective 6, measuring impact, a participant questionnaire is provided. In conclusion, a seven-column program needs assessment is presented, comprised of the following areas: need, state handbook, advisory board, delivery system, resource guide, training workshops, and data system. Each area is analyzed by purpose, type of producers, audience, and occurrence frequency. (CSS)

ED 170 467 CE 019 219

Shill, James F. And Others

Development and Testing of Criteria for the Identification and Selection of Mentally Handicapped Students for Vocational Programs Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Sep 78

Grant-G007604315

Note-277p.; Some of the tests in Appendix B will not reproduce well due to being printed on colored paper

Pub Type- Tests/Questionnaires (160) - Reference Materials - Bibliographies (131) - Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Access to Education, *Admission Criteria, Auto Mechanics (Occupation), Basic Skills, Clothing, Curriculum Development, *Educable Mentally Handicapped, Electrical Occupations, Evaluation Methods, Home Economics, Identification Tests, Information Dissemination, Job Skills, *Learning Readiness, Mainstreaming, Masonry, Plumbing, Research, Secondary Education, *Slow Learners, Student Evaluation, Test Construction, *Vocational Education, Woodworking

Identifiers-Mississippi

A project was developed to (1) utilize a steering committee for project planning, review, and evaluation; (2) catalog, review, and analyze systems and studies that impact on identification/selection of mentally handicapped and slow learners for vocational programs; (3) design tests involving vocational skill prediction for use with mentally handicapped and slow learners; (4) determine ``success'' norms obtained by mentally handicapped students in vocational programs; (5) determine feasibility of ``special'' vocational programs for mentally handicapped; (6) develop identification/selection criteria for mentally handicapped students entering Mississippi state-sponsored vocational programs; and (7) develop findings reports for regional and national dissemination. All objectives were realized (objectives 3 and 6 were combined), and a number of products were developed. Project products included in the appendixes are a general review of commercial evaluation systems' components, an annotated bibliography containing references to the educable mentally retarded (EMR) and slow learner, a vocational education readiness test (covering auto mechanics, basic wiring, carpentry, home economics clothing, masonry, and plumbing), an instrument evaluation form, test standardization data (regular tenth graders and EMR examinees), a model for mainstreaming handicapped students, and other project materials. (CSS)

ED 170 468 CE 019 347

Career Education Training and Instructional Materials System. Final Report, July 1, 1976-June 30, 1977.

Montana Univ., Missoula. National Center for Career Education.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-77
Contract-300-76-0399
Note-188p.; Not available in hard copy due to thin and broken type in the original document; For related documents see ED 132 284 and ED 138 786
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, Curriculum Development, Educational Needs, *Educational Strategies, *Information Dissemination, Information Systems, Inservice Teacher Education, Instructional Materials, *National Programs, Program Development, Staff Improvement, *Training
Identifiers-*Career Ed Info Tng Instructional Materials System, Education Amendments 1974, National Center for Career Education, NCCE Affiliate Center (University of Montana)

The National Center for Career Education (NCCE) received a U.S. Office of Education grant to operate the Career Education Information, Training, and Instructional Materials Systems (CEITAIMS). CEITAIMS' 1976-77 proposal objective was to assist career education practitioners nationwide by facilitating the flow of career education materials and resources. Many educators and lay persons have supported and utilized NCCE's services. NCCE pursued two major project activities: (1) operation of an Affiliate Center at the University of Montana and (2) participation in nationally significant activities. The Montana Center was a prototype to test the feasibility of the affiliate center concept. From the Center, over 5,500 educators and lay people were informed about NCCE and its career education work. The Center assisted practitioners through (1) training, (2) identification of appropriate instructional materials, and (3) national communication of career education implementation strategies and practices. The Center provided training assistance (18,162 formal training hours) to school districts, colleges and universities, businesses, and other groups in fifteen states. Identification assistance was made possible through NCCE's instructional materials collection and computer search processes. NCCE's nationally significant activities were those conducted in states other than Montana. Acquiring career education materials from all states falls into this category as does generating computer services to people nationwide. (Appendixes contain project-related materials.) (CSS)

ED 170 469 CE 019 352

Denton, William T. Kleck, Wil

K-12 Urban Career Education Infusion Project. Final Evaluation

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Report No.-SE77-049-8-7
Pub Date-Aug 77
Note-38p.; For a related document see CE 019 353
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Blacks, *Career Education, Community Attitudes, Curriculum Development, Demonstration Programs, Elementary Secondary Education, *Fused Curriculum, Needs Assessment, Program Attitudes, *Program Effectiveness, Program Evaluation, School Community Relationship, Staff Improvement, *Student Needs, *Urban Schools
Identifiers-Dallas Independent School District TX, Texas (Dallas)

The K-12 Urban Career Education Infusion Project of the Dallas (Texas) Independent School District focused on fourteen schools located in the East Oak Cliff Subdistrict, a predominantly (98%) black community. Conducted in two phases, the project attempted to demonstrate that through infusing career education into the existing curriculum, trained teachers can influence academic achievement of students. Specific activities of the first year included the following: conduct a comprehensive needs assessment; implement inservice training for 25% of the school staff; adapt/adopt/develop curriculum modules to be infused into the existing curricula; increase community awareness and involvement in the schools; and develop a comprehensive evaluation design for the second phase of the project. For the needs assessment, a 10% random sample stratified by grade was used to obtain data from students in grades 7-12. To obtain information relative to student needs in grades K-6, all elementary teachers were surveyed. Other surveys included all educators in the fourteen experimental schools, intact community groups, and principals. Participants in the fifteen staff development workshops were included in the staff development evaluation, and project staff members provided necessary information for the evaluation of the curriculum identification/development effort and implementation procedures. (Evaluation results are summarized for each survey or component.) (BM)

ED 170 470 CE 019 353

Denton, William T.
K-12 Urban Career Education Infusion Project Needs Assessment.
Dallas Independent School District, Tex. Dept. of Research and Evaluation.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.-SE77-049-6-7
Pub Date-May 77
Note-83p.; For a related document see CE 019 352
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement, Blacks, *Career Education, Community Attitudes, Demonstration Programs, *Educational Objectives, Elementary Secondary Education, *Measurement Instruments, *Needs Assessment, Program Attitudes, *Student Needs, *Urban Schools
Identifiers-Dallas Independent School District TX, Texas (Dallas)

A career education needs assessment conducted by the Dallas (Texas) Independent School District focused on fourteen schools (K-12) located in the East Oak Cliff Subdistrict, a predominantly (98%) black urban community. Work already completed by the Partners in Career Education (PCE) project, in which the District was a participant, was used for the foundation of the needs assessment. The 177 basic learner outcomes identified by PCE were divided into nine learner outcome categories across grade levels K-12. Instruments developed by PCE (including a community survey, building level educators survey, and 9-12 survey) were used in the needs assessment with some modifications. In addition, two instruments were developed and used by the project evaluation staff (a middle school survey and elementary school survey). The community and educator respondents were highly supportive of the basic tenents of career education. Secondary school students seemed to relate well to the career education knowledge instrument, although there were needs exhibited in each of the learner outcome categories. The greatest need was in the area of economic factors influencing careers, skills in human relations, and career information. Middle school students demonstrated many of the same characteristics as secondary students. Based on the elementary school survey, the highest priority learner outcomes were those that could be regarded as desirable for a good student and worker. To determine academic needs, achievement tests were given in grades 2, 4, 6, 8, 9, and 12. (Survey instruments are appended). (BM)

ED 170 471 CE 019 495

Feyock, Anthony J.
Job Analysis Schedule Offset Press Operator (Multilith 1250 W) or Offset Duplicating Machine Operator.
Delaware Public Schools, West Grove, Pa.
Pub Date-Nov 74
Note-11p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Employment Qualifications, *Job Analysis, Job Skills, *Occupational Information, *Printing, Task Analysis, Task Performance
Identifiers-*Offset Press Operator

This paper presents an analysis of the job performed by an offset press operator (alternate title is offset duplicating machine operator) of a Multilith 1250 W. First covered is work performed, as follows: prepares dampening unit for printing run, prepares inking unit for printing, readies printing plate for printing, sets up press for running, prepares entire printing unit for production and completes production run, and performs press washup at end of day or with change of color. Next discussed is the performance requirements regarding responsibility, job knowledge, mental application, and dexterity and accuracy. In conclusion the paper covers equipment, materials, and supplies; definition of terms; and general comments. (EM)

ED 170 472 CE 019 500

Latta, E. Michael
The North Carolina Story.
North Carolina State Advisory Council on Vocational Education, Raleigh.
Pub Date-Apr 78
Note-13p.; For related documents see CE 019 501-503
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advisory Committees, Educational History, *Educational Responsibility, Federal Legislation, *Policy Formation, Postsecondary Education, Program Planning, Secondary Education, State Action, *State Boards of Education, State Legislation, *State Programs, Teacher Education, *Vocational Education
Identifiers-*North Carolina, State Vocational Education Law, United States, Vocational Education Amendments 1968

Almost seventy years passed before vocational education was recognized in 1977 as a state function in North Carolina's public secondary schools, community colleges/technical institutes, and teacher education programs. Although the 1917 Smith-Hughes Act initiated vocational education, North Carolina education was primarily a local matter until the 1930s. In 1933, during the depression, laws were passed giving the state public education responsibilities. The state lacked an overall vocational education policy; programs were essentially federal programs''. Events, such as the 1937 George-Deen Act, the 1946 George-Barden Act, and establishment in 1950 of Industrial Education Centers, helped change the status quo. Significantly, in 1963 the federal Vocational Education Act and the State Community College Act were passed. The federal act encouraged the state to develop a vocational education policy. As a funding prerequisite, the 1968 Vocational Education Amendments required a state advisory council. In 1976 the council recommended a state program with federal assistance. In the same year the federal Vocational Education Act was passed. In 1977 the state passed a State Vocational Education Law including vocational education as an integral part of the educational process to be administered by the state board of vocational education. The board of governors also recognized vocational education's importance in their long range (1977-82) plans. (CSS)

ED 170 473 CE 019 501

Wright, J. B.

Forum 178: A Report of the 1978 Vocational Education Forum.

North Carolina State Advisory Council on Vocational Education, Raleigh.
Pub Date-Aug 78
Note-54p.; For related documents see CE 019 500-503
Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Advisory Committees, Community Colleges, *Educational Needs, Educational Television, *Goal Orientation, Job Placement, Labor Market, Manpower Needs, Needs Assessment, Occupational Guidance, Postsecondary Education, *Program Planning, *Public Opinion, Public Schools, Questionnaires, Relevance (Education), Secondary Education, Technical Institutes, *Vocational Education

Identifiers-*North Carolina

Some 2,200 people assembled in seventy-six community meetings across North Carolina were surveyed on overall program goals of the 1978 State Plan for Vocational Education. Following a half-hour informative television program on vocational education activities and roles, opinions were ascertained on goals affecting North Carolina public schools, community colleges, and technical institutions. No hard data was obtained on participants' race or sex. Approximately 31% of the participants were local advisory committee (LAC) members; this population is known to be overrepresented by white males. Participants were asked to rank order eleven goals; data analysis revealed that the two top-rated goals were (1) to improve local planning to make program offerings correspond to the job market and to student interests and (2) to expand vocational guidance and job placement services. The issue of eliminating sex/racial bias in vocational education received a reasonably uniform response rate, indicating low importance perceived. (CSS)

ED 170 474 CE 019 502

Samet, Carolyn Wright, Jerauld B.

Local Advisory Councils on Vocational Education in North Carolina: A Profile.

North Carolina State Advisory Council on Vocational Education, Raleigh.

Pub Date-17 Nov 78

Note-34p.; For related documents see CE 019 500-503

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Advisory Committees, Age, Community Colleges, Federal Regulation, Group Membership, Leadership Responsibility, Occupational Information, *Participant Characteristics, Postsecondary Education, *Program Planning, Public Schools, *Questionnaires, Racial Composition, Reports, Research Projects, *Role Perception, Secondary Education, Sex (Characteristics), State Boards of Education, *State Surveys, Surveys, Technical Institutes, *Vocational Education

Identifiers-*North Carolina, United States, Vocational Education Amendments

A study was conducted to (1) review state board of education procedures used in assuring that local advisory councils (LACs) are being used in preparing local plans; (2) develop a profile of LACs created to advise on 1978 plans; and (3) discover how LACs regard their role in local plan development for North Carolina vocational education in local schools (145 units) and community colleges/technical institutes (57 colleges). In a survey of LAC members 886 out of 1880 questionnaires were returned. The study concluded that the state board of education did require local recipients annual applications to show that a LAC had been established. A LAC profile revealed overrepresentation by white males and members of the education profession and underrepresentation of those under twenty-five. Most LAC members felt their primary role was to develop the local application and to provide information on local industrial needs. It is recommended that appointments to LACs should show more concern for race/sex/age composition, orient members to their expected role, include a membership representative of trades/professions taught in vocational programs, and balance membership between educational professionals and other professionals. (Appendixes contain assurance of advisory committee forms and LAC survey materials.) (CSS)

Latta, E. Michael Wright, Jerauld B.
A Call for Reform. Annual Report, 1978.
North Carolina State Advisory Council on Vocational Education, Raleigh.
Pub Date-78
Note-97p.; For related documents see CE 019 500-502 ; Pages 76-97
Summary edition
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Advisory Committees, Community Colleges, Curriculum Development, *Educational Change, Educational Finance, *Educational Policy, Federal Regulation, Inservice Teacher Education, Policy Formation, Postsecondary Education, Preservice Education, Program Effectiveness, Program Evaluation, Public Schools, Secondary Education, *State Boards of Education, Technical Institutes, *Vocational Education
Identifiers-*North Carolina, United States

In this North Carolina council on education report concerning vocational education in the state's public schools and community colleges/technical institutes three sections are presented: (1) North Carolina advisory council commendation and recommendations to the state board of education, (2) components of the council's annual evaluation report required by federal rules and regulations, and (3) components of the annual evaluation report recommended by the national association of executive directors. Vocational education recommendations in section 1 include reforms of the funding method, the curriculum development method, and the state's organization and capability to provide qualified personnel. Section 2, required by the federal government, contains, in the first of six items, results of the council's evaluation of the effectiveness of programs, services, and activities to meet state plan goals. The final section reviews the advisory council's progress with previous recommendations to the state board, the status of local advisory councils, and the status of the state occupational information coordinating committee. Appendixes contain the 1978 state executive order number 25 creating the North Carolina advisory council on education, a state board of education and North Carolina employment and training council resolution, and a state board of education and state advisory council agreement. (CSS)

ED 170 476 CE 019 546

Kulich, Jindra

A Report to the President, the Senate and the Board of Governors. September 1, 1977 - August 31, 1978.

British Columbia Univ., Vancouver. Center for Continuing Education.
Pub Date-Sep 78
Note-46p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annual Reports, *Continuing Education Centers, Credit Courses, Degrees (Titles), *General Education, Independent Study, Noncredit Courses, *Professional Continuing Education, *Program Development, Statewide Planning
Identifiers-*University of British Columbia (Canada)

This report outlines the activities of the University of British Columbia's (UBC's) Center for Continuing Education during the academic year 1977-1978. The first of four sections reviews the development of degree-credit courses and non-credit courses in the guided independent study program. Section 2 discusses the expansion of UBC continuing education programs in locations throughout the province. The third section describes fourteen general educat[illegible] programs: creative arts, conserver society, daytime program, educational travel abroad, field studies, humanities and sciences, language institute, overseas programs, pre-retirement education, programs for retired people, public affairs, reading/writing/study skills center, social sciences, and women's resources center. Section 4 examines continuing professional education programs in fourteen areas: adult education training, aging and human relations, agricultural sciences, criminology, education extension, instructor's diploma program, education of young children, engineering, forestry, continuing legal education, continuing education for librarians, local government programs, urban studies, and women in management and career development. The remainder of the report includes the professional staff's professional and community activities, the professional staff's publications, the Centre's publications, professional/administrative staff, and a statistical summary of program participants. (CSS)

ED 170 477 CE 019 602

Altschuld, James W. And Others

From Idea to Action: Career Guidance Plans of Rural and Small Schools. Research and Development Series No. 148.

Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Oct 78

Grant-G007605052; Available from-The National Center for Research in Vocational Education, National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($14.60)

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055) - Collected Works - Serials (022)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Demonstration Programs, Field Studies, *Guidance Programs, Postsecondary Education, *Program Development, *Program Planning, Records (Forms), *Rural Schools, Secondary Education, *Small Schools, *Vocational Counseling

This handbook is designed to illustrate how nine rural schools, along with area postsecondary institutions, planned and implemented guidance and counseling programs and to help others similarly situated to do the same. It contains the ideas, strategies, obstacles, and accomplishments of field test sites in diverse geographic areas. This document is organized in the following manner. The introduction describes the parameters of the field test and the methodology behind the development of the handbook. Chapter 1 summarizes the results of the field test across the nine states and covers such topics as these: How did sites go about organizing planning committees?; What roles did the planning committees actually plan in the program planning process?; What unusual problems were there in coordinating program activities?; To what extent did postsecondary and secondary educational institutions cooperate in this endeavor?; How much time on the part of the coordinator is required?; Did the involved sites contribute other resources to the planning process, and if so, what were they? Chapter 2 contains recommendations based upon the results of the field test. Chapters 3-11 are the reports and plans from the nine field test sites. The individual reports and plans are followed by a series of appendixes that contain such items as project interview and reporting forms. (Author/BM)

ED 170 478 CE 019 728

Fuller, Jack W., Ed. Whealon, Terry O., Ed.

Career Education: A Lifelong Process

Nelson-Hall Publishers, Chicago, Ill.

Pub Date-Feb 79

Note-364p.

Available from-Nelson-Hall Publishers, 111 N. Canal St., Chicago, Illinos 60606 ($18.95; 20% discount on 5 or more copies)

Pub Type- Collected Works - General (020) - Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-Adult Education, *Articulation (Program), Career Development, *Career Education, Career Planning, *Continuous Learning, *Curriculum Development, Demonstration Programs, Educational Philosophy, Educational Problems, Elementary Secondary Education, Postsecondary Education, Teacher Education, *Teaching Methods, Work Experience Programs

Intended for use by students, professional career counselors, and teachers, this book contains a selection of writings by many notable authorities and practitioners of career education in the United States. Its fifty-four articles present background information, philosophical and practical problems, programs suitable for adaptation, and the contributions that career education can make in the normal school curriculum. Part I deals with some of the basic issues and controversy surrounding the field. While the focus of part II is on the elementary school, part III examines secondary and postsecondary career education. The articles give examples of methods which teachers have used to incorporate career education into the curriculum. At the elementary and middle school levels the authors emphasize the development of career awareness and self-awareness in the children. For high school students they recommend several types of work experience programs. Various forms of postsecondary education are included, such as community colleges, proprietary vocational/technical schools, colleges and universities, and adult education. In part IV procedures are described for integrating career concepts into the curriculum at all levels. The concluding section contains articles on the preparation of teachers for career education. Both formal pre-service and in-service education are considered, as well as ways teachers can pursue such preparation on their own. (ELG)

ED 170 479 CE 019 785

Gilli, Angelo C., Sr., Ed.

Improving Vocational Education through Utilization of Advisory Committees.

Texas Southern Univ., Houston.
Pub Date-Oct 78
Note-94p.
Pub Type- Guides - Non-Classroom (055) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Administrator Role, *Advisory Committees, Cooperative Planning, Curriculum Development, Federal Legislation, Leadership Responsibility, Organization, Postsecondary Education, *Program Evaluation, Program Improvement, *Program Planning, Questionnaires, Secondary Education, *Speeches, *Vocational Education
Identifiers-Texas, United States

Proceedings of two workshops held to improve vocational education through advisory committees, along with an evaluation of each workshop, are presented. A format is included for a workshop for secondary vocational administrators and local advisory committee members and a workshop held for postsecondary vocational administrators and local advisory committee members. Objectives of each workshop, the pretest-posttest questions used to evaluate each objective, and test results are discussed. The major difficulties in the process of planning, conducting, and evaluating the workshops, along with suggestions for remediation, are given. The following papers presented to workshop participants are included: (1) The Purposes and Functions of the Local Advisory Council,'' by Toley W. Hart; (2) How to Motivate Vocational Educators to Work with Local Advisory Committees,'' by L. T. Hampton; (3) How to Use Local Advisory Committees in Planning for New Facilities,'' by D. E. Talley; (4) Ways to Maximize the Utilization of Local Advisory Committees,'' by Charles O. Whitehead; (5) The Purpose and Function of Local Advisory Committee,'' by J. B. Whitely; and (6) How to Use an Advisory Board for Course Curriculum Development,'' by Betsy Blair. (LRA)

ED 170 480 CE 019 832

Cannon, Francis R. And Others

A Study to Determine the Skills and Knowledges Required for Personnel in Business Data Processing Centers to Develop a Relevant Curriculum for Secondary Data Processing Programs and for Data Processing Programs in Teacher Education.

Shippensburg State Coll., Pa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date- 78
Note-45p.
Pub Type- Tests/Questionnaires (160) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Business Education, Computers, Curriculum Development, Data Processing Occupations, *Educational Background, *Employment Qualifications, Employment Trends, *Equipment Utilization, Job Skills, Needs Assessment, Occupational Surveys, Office Machines, *Personnel Needs, Programing Languages, Questionnaires, Secondary Education, Teacher Education, Vocational Education
Identifiers-Pennsylvania

To give those business and vocational educators involved in curriculum development a better understanding of data processing personnel requirements, a study was initiated to determine the status of data processing equipment and personnel in selected Pennsylvania businesses. Following a literature review, a questionnaire was developed, revised, and sent to 1,851 Pennsylvania businesses. Data analysis was based on 453 usable responses. Conclusions were drawn concerning the need for various occupations: keypunch operators, data entry operators, EAM operators, computer console operators, librarians (tape disk), business programmers, scientific programmers, systems programmers, and systems analysts. For example, it was determined that keypunch operators will be needed in the next five years in all standard industrial classification categories and in all sizes of businesses, and scientific programmers will be needed by a relative few; 76% show no need for increasing their scientific programming staff in the next five years. Additional conclusions were drawn concerning occupations' educational requirements, computer language usage, business size and needs, and equipment usage trends. Recommendations for business educators include (1) continue teaching data processing using unit record equipment; (2) equally emphasize skills and applications areas; (3) stress data processing concepts instead of hardware; and (4) build curriculum based on area and business needs. (CSS)

ED 170 481 CE 019 877

Richardson, Judy M. Thomas, Alice M.

Evaluation of "Women in Careers" Program.

Saint Olaf Coll., Northfield, Minn. Office of Educational Research.

Spons Agency-Andrew W. Mellon Foundation, New York, N.Y.

Pub Date-Jul 78

Note-107p.; Not available in hard copy due to small type

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Awareness, Career Choice, *Career Education, *Change Strategies, Changing Attitudes, College Programs, *College Students, College Teachers, Counseling Effectiveness, Females, Males, Occupational Aspiration, Occupational Guidance, Postsecondary Education, *Program Evaluation, *Sex Role, Vocational Interests, Womens Education, Womens Studies

Identifiers-Minnesota, Saint Olafs College MN

A three-year program was conducted at St. Olaf College to develop new awareness and sensitivity toward changing roles of women and men among a variety of audiences including students, faculty, administrators, spouses of faculty, and parents. The major components of the program were (1) a Career Advisory Panel of ten women successful in nontraditional careers for women; (2) an annual scholar-in-residence who worked with faculty and taught a women's studies course; (3) summer study grants for faculty research on topics related to women's studies or the changing roles of women and men; and (4) a career counselor who coordinated the activities of the Career Advisory Panel, planned programs, and counseled students in life planning, job search strategies, and issues related to changing sex roles. For both men and women students, data were gathered on choice of major (1974-1977); immediate post-baccalaureate occupation; attitudes toward the roles of men and women (1976 and 1978); expectations regarding level of education, success in future work, and lifestyles; and use and evaluation of the career counselor, the Career Advisory Panel, and the women's studies courses. Questionnaires and evaluation forms were also used to gather information on the helpfulness of programs and their perceived impact, and the Career Advisory Panel members were asked to assess the programs they were involved in. The analyses showed that, although there was only slight evidence of change in the student body as a whole, the program had definite impact on some students and some impact on many students, both male and female. (LMS)

ED 170 482 CE 019 879

Druian, M. Gregory

The Frames of Training. Research, Evaluation and Development Paper Series No. 13.

Northwest Regional Educational Lab., Portland, Oreg.
Pub Date-Dec 78
Note-29p.
Pub Type- Information Analyses (070) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Change, *Cognitive Processes, Content Analysis, *Context Clues, Human Relations, Interaction Process Analysis, Interpersonal Competence, *Interpersonal Relationship, Job Skills, Language Processing, *Learning Theories, Perception, Skill Development, Training Techniques, *Transfer of Training
Identifiers-*Frame Analysis, Goffman (Erving)

In this paper, several issues related to the problem of transfer of training are set forth. The technique of frame analysis, developed by Erving Goffman, is presented as a way of bringing coherence to the formulation of problems related to transfer of training. Key concepts in Goffman's argument are explained, showing how those concepts pertain to training. An extended discussion of a sample training activity shows how frame analysis can help structure the activity for maximum transferability. Several implications of frame analysis for the conduct and structure of training are explored, and questions for further investigation are presented. (Author)

ED 170 483 CE 019 971

Padilla, Arthur H.

The Class of '74: Early Careers of Graduates from the Sixteen Campuses of the University of North Carolina.

North Carolina Univ., Chapel Hill.

Pub Date-Nov 76

Note-84p.; Some information in tables may not reproduce well due to small type

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*College Graduates, *Curriculum Evaluation, *Educational Experience, *Employment Statistics, Family Background, Followup Studies, Graduate Surveys, Higher Education, Income, *Job Satisfaction, Job Search Methods, Student Attitudes, Underemployed, *Vocational Followup

Identifiers-*University of North Carolina

A study was conducted of post-graduation activities of 1974 graduates of the sixteen constituent institutions of the University of North Carolina (UNC). Data was gathered on what the graduates were doing one-and-a-half years after graduation. The study provided information about their employment situation, their job satisfaction and the general use of ``underemployment,'' and their assessment of the effectiveness of the curriculum and of various services at their alma mater. Some of the findings include the following: (1) graduates of UNC institutions seemed to be well satisfied with their educational experiences and with their jobs; (2) the unemployment rate for UNC graduates is in the aggregate the same as that for young college graduates nationally; (3) significant and sizable earnings and employment differentials exist between male and female graduates; (4) bachelor's graduates of the five predominantly black institutions reported starting salaries either the same as or slightly higher than the salaries of graduates of the traditionally white master's-and bachelor's-granting campuses; (5) most graduates learned about their jobs either through direct contact with their employers or through friends and relatives; (6) about 16% of all the 1974 bachelor's graduates were continuing their formal education; and (7) students completing their baccalaureate degrees scored higher as a group on standardized tests than students who did not graduate. (BM)

ED 170 484 CE 019 973

Nelson, Anne H.

The One World of Working Women. Monograph No. 1.

Bureau of International Labor Affairs (DOL), Washington, D.C.

Pub Date-Aug 78

Note-19p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00324-6)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affirmative Action, Developed Nations, Discriminatory Legislation, Employment Opportunities, Employment Problems, *Equal Opportunities (Jobs), Females, Global Approach, *International Law, *International Organizations, Labor Force, *Labor Legislation, Labor Problems, Labor Unions, Leadership, Males, Networks, Political Power, Power Structure, *Sex Discrimination, Wages, *Working Women, World Affairs, World Problems

Identifiers-Common Market, International Labor Organization, Sweden United Nations, United States

Women of many nations, particularly the industrialized countries, are achieving greater opportunity and equality in the working world. The rate at which women are joining the work force has confounded all predictions and created unexpected difficulties in securing equal pay and access to jobs and training. The most direct discrimination, separate wage scales for men and women, has been resolved for most occupations in the industrialized countries. Yet women's earnings remain

substantially lower than men's. Sweden is regarded as a model for other countries because it considers married women an important source of labor and has made provisions to accommodate them in the labor force. International organizations have given increasing attention to women's employment issues. The International Labor Organization has emphasized education and training for women and a review of the effects of social security systems on women. The United Nations has provided for development of regional plans to achieve equality for women and to integrate women into their nation's development efforts. In general, labor unions have moved as slowly as employers in pressing for equal treatment for women. Working women's networks, formal and informal contacts among women for advice and assistance, are becoming an important force internationally. (LMS)

ED 170 485 CE 020 013

Mangum, Garth Walsh, John
Employment and Training Programs for Youth: What Works Best for Whom?
National Council on Employment Policy (DOL), Washington, D.C.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date-May 78
Grant-DL-81-11-71-09
Note-215p.; Not available in hard copy due to light print in the original document
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Disadvantaged Youth, *Employment Programs, Employment Statistics, Evaluation Criteria, *Job Training, Minority Groups, Program Administration, *Program Design, *Program Effectiveness, Program Evaluation, Vocational Counseling, *Youth Employment, *Youth Programs

Using a synthesis of available literature written between 1960 and 1977, the study reported in this document focuses on the assessment of (1) employment and training services for youth; (2) techniques which have been used in providing employment and training services to youth; (3) administrative practices which have either enhanced or vitiated employment and training services for youth; and (4) services designed for specific target groups, such as minority youth or the handicapped. This study is divided into ten chapters. Chapter 1 explores the realism of the criteria which are often applied to the evaluation of youth programs. Chapter two contains an analysis of youth unemployment statistics and a description of the modern milieu in which employment and training programs for youth are conducted. Chapter three discusses techniques used by program administrators to reach certain target groups and the techniques used in their needs. Chapter 4 considers the strategy of subsidized employment as the major attempt to alleviate youth unemployment. In-school programs, both training and employment, are covered in chapter 5. Chapter 6 covers three types of on-the-job training. The effectiveness of employment and personal counseling and various techniques for supplying placement services are discussed in chapters 7 and 8, respectively. Chapter 9 focuses on what works for specific target populations, and chapter 10 summarizes the implications of the study's findings for future policy with respect to employment and training programs for youth. Each of the major component chapters (3-8) concludes with a section on program design. (BM)

ED 170 486 CE 020 044

Staines, Graham L. And Others

Wives' Employment Status and Marital Adjustment: Yet Another Look.

Pub Date- 77

Note-54p.; Some parts of this document may not reproduce well because of light or broken type

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Comparative Analysis, *Employee Attitudes, Family Influence, Females, Housewives, *Interpersonal Relationship, Job Satisfaction, Males, Marital Instability, Marital Status, *Marriage, Mother Attitudes, Mothers, *National Surveys, *Personal Adjustment, Social Science Research, Statistical Analysis, *Working Women

The effects of wives' employment status on wives' and husbands' evaluations of their own marital adjustment were examined in two recent national surveys. Working wives whose husbands also work reported having wished they had married someone else and having thought of divorce significantly more often than housewives but did not score significantly lower on ratings of marital satisfaction or marital happiness or on four other specific components of marital adjustment. Wives' employment status did not significantly affect husbands' reports of marital adjustment. The negative effects of wives' employment on wives' reports of marital adjustment were then found to be restricted specifically to mothers of preschool children and to wives with less than a high school diploma. No empirical support emerged for two major hypotheses to account for the negative effects of wives' employment on wives' marital adjustment in these two subgroups, one hypothesis concerning wives' role load and the second concerning wives' and husbands' attitudes toward wives' employment. There was some evidence, however, that these factors are moderators of the negative effects of wives' employment on wives' marital adjustment, in particular, that high role load moderates the negative effects of employment among mothers of preschool children. (References, footnotes, and statistical tables are appended.) (Author)

ED 170 487 CE 020 112

Deane, Robert T. Ro, Kong-Kyun
Comparative Analysis of Four Manpower Nursing Requirements Models. Health Manpower References. Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency-Health Resources Administration (DHEW/PHS), Hyattsville, Md. Div. of Nursing.
Report No.-DHEW-HRA-79-9; HRP-0500701
Pub Date-Jan 79
Contract-231-77-0062
Note-134p.; For related documents see ED 152 255, ED 160 589, and ED 164 511
Available from-National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161
Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Comparative Analysis, Employment Projections, *Manpower Needs, Measurement, *Models, *Nurses, Prediction, Program Evaluation, *Program Validation
Identifiers-Community Systems Foundation, Pugh Roberts Model, Vector Model, Western Interstate Commission Higher Educ Model

The analysis and description of four manpower nursing requirements models the Pugh-Roberts, the Vector, the Community Systems Foundation (CSF) and the Western Interstate Commission of Higher Education (WICHE) are presented in this report. The introduction provides an overview of the project which was designed to analyze these different models. The main body of the report (chapters 2 and 3) consists of a comprehensive description of the four models. Chapter 2 provides an individual overview of each of the models, highlighting their significant features in a comparative fashion. Chapter 3 contains a detailed analysis that focuses on each model's intended uses, comprehensiveness, theoretical construction, and operational feasibility. In chapter 4 the validity tests performed by the model builders are first described and then selected future validity tests are proposed. Finally, two types of model interaction vertical and horizontal are examined in chapter 5. (JH)

ED 170 488 CE 020 113

Collett, Dave

Curriculum Evaluation Project. Final Report.

Alberta Dept. of Education, Edmonton. Planning and Research Branch.
Pub Date-78
Note-218p.; Not available in hard copy because of light print
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Career Planning, Curriculum Development, *Curriculum Evaluation, Curriculum Problems, *Demonstration Programs, *Evaluation Methods, Evaluation Needs, Failure Factors, Grade 11, Longitudinal Studies, Pilot Projects, *Program Effectiveness, Research Needs, Senior High Schools, Success Factors, *Vocational Education, Vocational Followup
Identifiers-*Alberta

A longitudinal study was undertaken in Alberta to pilot an evaluation model which was devised by Robert E. Stake and which could provide feedback on the merit and effectiveness of vocational education in the provincial high school curriculum. Using both student records and questionnaires administered to the students, information was gathered over an eight-year period ending in 1977 about 2,754 students who were in grade 11 in 1970. The study focused on the following areas: course selection and student programs, occupational achievements, student evaluation of present curriculum, and student recommendations for future directions in curriculum. Areas found to be in need of further research, development, and evaluation included (1) modern languages and fine arts; (2) dropout rates from business education, science, and second languages; (3) language laboratories and library research; (4) counselling services; (5) extracurricular programs; (6) experiential work programs and preparation for the world of work; and (7) the division of the school year into semesters. Besides identifying problem areas and indicating program effectiveness, the results of this study provided curriculum planners and resource allocators with guidance in future curriculum directions and emphasis. It was recommended because of the success of this pilot project that an ongoing evaluation program be established in the province. (ELG)

ED 170 489 CE 020 115

Business and Management Development Training Program for Hispanic Women. Final Report.

Miranda (L.) and Associates, Washington, D.C.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date- 76

Contract-300-75-0236

Note-323p.; Some sections of this document may not reproduce well due to broken type

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Administrative Personnel, Administrator Education, *Business Administration, Communication Skills, Educational Programs, *Females, Individual Development, Leadership Training, *Management Development, *Management Education, Minority Groups, Money Management, Motivation, Personal Growth, Program Development, *Program Evaluation, *Spanish Americans, Working Women

Identifiers-District of Columbia, Nontraditional Occupations

A program was conducted to develop and motivate minority women, in particular Hispanic origin women, in the Washington, D.C., metropolitan area to participate in business ownership and management. Offered at no cost to participants, the training program sought to equip potential managers with information and techniques in the fundamental management skills common to functioning competently in a business ownership, corporate management, or personal life management situation. Trainees learned functional skills in motivation and personal development, communications, essentials of management process, and financial management. Field study was incorporated in the overall training program. The course consisted of fifteen sessions (sixty hours, including the field training). Forty-nine participants started the course and forty-three completed it, representing an 87 percent retention rate. Evaluations indicated that participants' needs were addressed; levels of enthusiasm and participation were markedly high; content and materials were considered extremely valuable and practical; learned concepts were applied; and individual participants experienced attitudinal and behavioral changes. Appendixes include a needs assessment, examples of handouts, a bibliography, a sample student module, evaluations, and examples of media coverage. (Author/LMS)

ED 170 490 CE 020 121

Curriculum Development for Bilingual Vocational Education: Materials Modification & Translation. (Volume 1).

New York Univ., N.Y. Dept. of Technology and Industrial Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-G007604316

Note-159p.; For a related document see CE 020 120 ; Not available in hard copy due to colored background

Pub Type- Tests/Questionnaires (160) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bilingual Education, *Curriculum Development, Educational Change, Educational Needs, Elementary Secondary Education, Field Studies, Language Instruction, *Material Development, *Needs Assessment, Postsecondary Education, Puerto Ricans, Rating Scales, *Translation, *Vocational Education

Identifiers-Haitians, United States

Prepared for bilingual vocational curriculum specialists, this volume presents eight modules to aid in curriculum development. The first module defines and explores the subject of bilingual vocational education and outlines six models (informal, supplementary, transitional, two-way, gradual, and open) of bilingual education. To illustrate the first of several major steps taken in the preparation of curriculum materials, module 3 provides a needs assessment questionnaire and guidelines. Module 3 also contains a discussion of and a chart for materials analysis. The module following deals with how modifications of learner materials can be made in seven categories (content, objectives, illustrations, activities, format, organization, and language). Module 5 reviews steps in the translation process and suggests ways of avoiding translation pitfalls, assessing translation, and determining textbook readability. Module 6 discusses making preliminary decisions about material production. Also covered in some detail are processes that go into producing printed copies. To examine the materials effectively, module 7 introduces a two-part field testing procedure: collection of information from students and teacher's classroom use of bilingual materials and information analysis for materials revision. A needs assessment questionnaire is provided. The final module contains resource references followed by a glossary. The appendixes include background information on some New York Haitian and Puerto Rican populations. (CSS)

ED 170 491 CE 020 128

Clark, Donald L. And Others
Bilingualism and Vocational Concept Learning. A Study of the Acquisition of Vocational Concepts by Bilingual Students in Vocational Education Programs. Final Report.
Texas A and M Univ., College Station. Coll. of Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 77
Grant-G007604053
Note-222p.
Available from-Center for Career Development and Occupational Preparation, College of Education, Texas A&M University, College Station, Texas 77843
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Bilingual Education, Concept Teaching, Educational Research, *Instructional Materials, Language Research, Lesson Plans, Mexican Americans, Project Applications, Research Projects, *Spanish Speaking, Teaching Methods, Translation, *Vocational Education
Identifiers-*Texas

This document reports the outcomes of a research project which investigated the effects of bilingualism on vocational concept formation. It focuses more on the broad application of the research than on the technical presentation and analysis of the data. The report is divided into five principal chapters: (1) bilingualism and vocational education, (2) a review of concept learning, (3) procedures used in the study, (4) presentation of the findings, and (5) application of the study. Chapter 1 includes a discussion concerning education and the Mexican-American community in Texas. Chapter 2 discusses such topics as concept learning in the classroom and variables affecting concept learning (learner and learning situation characteristics). Teaching concept formats are presented in chapter 3, such as lesson plans, development of instructional materials tests, and translation of materials from English to Spanish. Chapter 4, results of the study, includes data tables and explanations of sub-studies within the main project. The application and implications of the data presented in chapter 4 are discussed in chapter 5. A list of references and vocabulary words are included in the report along with appended materials used in the study: visuals, test instruments, and scripts for instructional materials (English and Spanish versions). (CT)

ED 170 492 CE 020 143

Drewes, D. W. And Others

State Planning for the Delivery of Vocational Education to Special Populations: A State of the Art Report. Volume 1: Planning Procedures. Interim Report.

Conserva, Inc., Raleigh, N.C.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date-Feb 79

Contract-300-78-0586

Note-135p.; For a related document see CE 020 144

Pub Type- Information Analyses (070) - Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Delivery Systems, *Educational Planning, Needs Assessment, Objectives, Policy Formation, *Research, Resource Allocations, *Special Education, *Statewide Planning, *Vocational Education

Identifiers-*Management Evaluation Review of Quality

Intended for vocational education planners, administrators, or representatives of special population groups, this state-of-the-art report provides a comparative analysis of procedures which typify state-level planning for special needs. The introduction provides a brief account of the historical evolution of the concern for those with special needs and the emergence of planning as an approach to the allocation of resources. The merger of these themes in the present vocational legislation is discussed and a planning model, Management Evaluation Review of Quality (MERQ), is presented as an organizing framework. The methodology used for the identification and review of materials for this report are presented in the next chapter. The five chapters following respectively titled, Policy Development, Needs Assessment, Formulation of Goals and Objectives, Identification of Programs, Services, and Activities, and Resource Allocation, describe the state of the art with respect to planning for special populations. Each chapter is devoted to one of the topical components of the MERQ planning model (with the exception of goal-setting and development of objectives, which are taken together). Provided in each of these five chapters are a brief discussion of the meaning and implication of the particular planning component for special populations, a description of the procedures and practices considered to exemplify the current state of the art for that component, and a conclusion which reviews and discusses the comparative strengths, limitations, and problems encountered in using various generic procedures. The final chapter summarizes and presents conclusions about the problems, factors, and issues which characterize the planning for special populations. (JH)

ED 170 493 CE 020 144

Heath, Walter D. Oglesby, Elizabeth H.

State Planning for the Delivery of Vocational Education to Special Populations: A State of the Art Report. Volume II: Annotated Bibliography. Interim Report.

Conserva, Inc., Raleigh, N.C.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date-Jan 79

Contract-300-78-0586

Note-121p.; For a related document see CE 020 143

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Delivery Systems, *Educational Planning, Models, Needs Assessment, Objectives, Policy Formation, Resource Allocations, *Special Education, *Statewide Planning, *Vocational Education

Identifiers-*Management Evaluation Review of Quality

Documents pertaining to the planning of vocational education programs and services for special populations are provided in this annotated bibliography. Entries are arranged alphabetically by author within each of seven sections: (1) planning approaches, (2) policy development, (3) needs assessment, (4) formulation of goals and objectives, (5) identification of programs, services, and activities, (6) allocation of funds, and (7) related documents. Sections 2-4 contain citations of documents related to one or more components of the instrumentation used in the Bureau of Occupational and Adult Education Management Evaluation Review of Quality (MERQ) model for state-level planning. Section 1 contains documents that relate to general planning approaches or models which could be applied to special populations and section 7 contains general background information on special populations. Immediately following section 7 is a title index of the annotations presented. (JH)

Walsh, E. Michael Reynolds, R. John

The School of Technical Careers Baccalaureate Program: A Follow-Up Study of Graduates of 1974 and 1975.

Southern Illinois Univ., Carbondale. School of Technical Careers.
Pub Date-Oct 76
Note-43p.; Not available in hard copy due to light print in the original document; For related documents see CE 020 192-193
Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Graduates, *Employment, *Employment Potential, Followup Studies, *Graduate Surveys, Higher Education, *Job Placement, *Job Training, Program Evaluation, *Questionnaires, Technical Education, Technical Institutes
Identifiers-School of Technical Careers IL, Southern Illinois University

A follow-up study of the first two graduating classes (1974 and 1975) of the School of Technical Careers (STC) Baccalaureate Program was conducted. Questionnaires were sent to eighty-seven graduates (of ninety) who had United States addresses on file. Questions pertained to current labor market status, current occupation, first job after graduation, and evaluation of the STC Baccalaureate Program. Sixty-one graduates responded, and the results of the study include the following: (1) all STC graduates were either employed or in school, none were unemployed; (2) graduates were in jobs related to their majors; (3) graduates assessed their career potential as definite; (4) their earnings were comparable to other college graduates; and (5) STC graduates were satisfied with their occupational preparation. (JH)

ED 170 495 CE 020 192

Walsh, E. Michael

The School of Technical Careers Baccalaureate Program: A Follow-Up Study of Graduates of 1976 and 1977.

Southern Illinois Univ., Carbondale. School of Technical Careers.
Pub Date-Oct 78
Note-38p.; For related documents see CE 020 191-193
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Graduates, *Employment, *Employment Potential, Followup Studies, Graduate Surveys, Higher Education, *Job Placement, *Job Satisfaction, *Job Training, Program Evaluation, *Questionnaires, Technical Education, Technical Institutes
Identifiers-School of Technical Careers IL, Southern Illinois University

A followup study of the 1976 and 1977 graduates of the School of Technical Careers (STC) Baccalaureate Program was conducted. Questionnaires were mailed to 214 graduates for whom the Alumni Office had current addresses. For the 113 questionnaires returned, major conclusions include the following: (1) approximately 97 percent of the graduates were employed or in military service; (2) over 60 percent had jobs related directly to their major; (3) over 60 percent assessed their career potential of their job as definite; (4) graduates with jobs requiring a bachelor's degree had more satisfying jobs; (5) nearly 80 percent would enter the STC Baccalaureate Program if they had it to do over again; and (6) graduates assessed their college education as at least moderately effective in helping them acheive goals not typically associated with career preparatory programs. (JH)

ED 170 496 CE 020 193

Andrechak, Michael Walsh, E. Michael

The School of Technical Careers Baccalaureate Program: A Study of Inactive Students.

Southern Illinois Univ., Carbondale. School of Technical Careers.

Pub Date-May 78

Note-21p.; For related documents see CE 020 191-192

Pub Type- Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Comparative Analysis, Dropout Attitudes, *Dropout Characteristics, Dropout Research, *Dropouts, Employment, *Followup Studies, Grade Point Average, Postsecondary Education, *Program Evaluation, Technical Institutes

Identifiers-*School of Technical Careers IL, Southern Illinois University

A study of 215 inactive students (1973 to the end of the summer semester 1977) of the School of Technical Careers (STC) Baccalaureate Program was conducted to answer three questions: (1) How do inactive students differ from graduates?; (2) Why did they leave the Baccalaureate Program?; and (3) What have they done since leaving the program? Major conclusions of the study include the following: inactives expressed a satisfaction with the program, and most said they left because of financial considerations or personal reasons; inactives tended to have different academic backgrounds from most graduates, as the typical inactive had transferred from either another school or a non-STC department; while the academic potential of inactives and graduates was similar, inactives tended to have a lower grade point average; and since leaving the program, few inactives have continued their education. (JH)

ED 170 497 CE 020 214

Hamilton, Jack A.
How to Get JDRP Approval of Career Education Activities.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Apr 79
Contract-300-77-0303
Note-21p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association, (Las Vegas, Nevada, April 1979); For related documents see CE 020 215 and CE 020 220-224
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Education, Demonstration Programs, *Evaluation Methods, Evaluation Needs, Failure Factors, Federal Aid, *Information Dissemination, Program Descriptions, Program Effectiveness, *Program Evaluation, Program Proposals, Success Factors, *Validated Programs
Identifiers-*Joint Dissemination Review Panel

The Joint Dissemination Review Panel (JDRP) was established in 1972 by the Education Division of the Department of Health, Education, and Welfare to review projects that seek federal funding for nationwide dissemination. Since very few career education programs have been represented among the exemplary programs approved by JDRP, a project was undertaken to find well-evaluated activities that could be submitted for JDRP approval and to describe the activities that received approval so that they could serve as models for designing future local program evaluations. Ten career education activities were recommended for JDRP's consideration after a comprehensive national search (see CE 020 215), and seven projects were subsequently approved for dissemination. (See CE 020 220-224, CE 020 233 for the individual JDRP submissions of these programs.) Detailed activity descriptions were then prepared for each of these activities to permit its replication or adaptation elsewhere. Because so few career education programs met the criteria of JDRP for evidence of effectiveness, it was recommended that local career education programs expand and upgrade their evaluation efforts by using (1) moneys from the Career Education Incentive Act to fund evaluations, (2) previously tested evaluation models, and (3) technical assistance at the time of proposal writing so that the evaluation design can be reviewed by experts. (Appendix A gives project overviews for the seven JDRP-approved career education activities.) (ELG)

Kaplan, Carol B.

Finding Well-Evaluated Career Education Activities.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Apr 79
Contract-300-77-0303
Note-11p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Las Vegas, Nevada, April, 1979); For a related document see CE 020 214
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Education, Educational Accountability, *Evaluation, Evaluation Criteria, *Evaluation Methods, *Evaluation Needs, Failure Factors, Program Effectiveness, *Program Evaluation, Program Validation, Success Factors, Validated Programs

In order to determine how much objective evidence exists regarding the effectiveness of career education programs in U.S. schools, American Institutes for Research in Behavioral Sciences (AIR) conducted a comprehensive, national search for well-evaluated activities. The initial nominations of 394 programs were received from state career education coordinators, national laboratories and centers, third-party evaluators, the U.S. Office of Education, and other individuals and institutions prominent in the field. Two hundred and fifty-seven of these programs chose to participate and submit evaluation documents. These activities were then screened according to the following criteria: (1) be in operation for at least one year, (2) be formally evaluated since June 1974, (3) be able to supply a written evaluation report, (4) not be commercially published, (5) be still operating, (6) include a comparison group/standard in its evaluation design, and (7) show evidence of effectiveness. Only sixty-four activities satisfied the criteria at this preliminary level, and following the application of more stringent criteria in two subsequent reviews, only ten were found to be fully well-evaluated activities. (These ten activities were then considered by the Joint Dissemination Review Panel for nationwide dissemination see CE 020 214.) Based on the discrepancy between the initial number of nominations and the final number of passing activities, it was concluded that a great lack of information exists in the field as to what constitutes a well-evaluated career education program. (ELG)

McBain, Susan L.

Career Development Program. Akron Public Schools, Akron, Ohio. A Submission to the Joint Dissemination Review Panel.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.-AIR-66700-4/78-TR1(1)
Pub Date-30 Apr 78
Contract-300-77-0303
Note-12p.; For related documents see ED 162 098 and CE 020 214-215
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Development, *Career Education, Curriculum Development, Educational Finance, Educational Objectives, Elementary Secondary Education, *Evaluation Methods, Learning Activities, Program Content, Program Costs, Program Development, *Program Effectiveness, *Program Evaluation, Program Validation, Validated Programs
Identifiers-*Career Development Program

One of seven career education programs chosen for nationwide dissemination by the Department of Health, Education, and Welfare's Joint Dissemination Review Panel (JDRP), the Career Development Program is being conducted for grades K-10 in Akron, Ohio. For the years 1971-75, it received funding from federal, state, and local sources. Based on the Ohio Career Development Model, it seeks to familiarize students with seven areas: the self, economics, the world of work, decision-making, the individual and the environment, education and training, and employability and work adjustment. In grades K-6, curriculum activities were selected for career motivation, in 7-8 for career orientation, and in 9-10 for career exploration. To evaluate the program's effectiveness, cognitive and affective tests were administered to 250 non-program students at four different grade levels. Besides comparisons between participating and non-participating students, subgroup comparisons were made according to sex, racial background, and academic orientation. Because of the large number of students tested and the consistent results achieved, the program is considered to be educationally meaningful, effective in achieving its goals, and an important educational effort. (The review process that this and the other six projects underwent prior to JDRP submission and approval is described in CE 020 214-215.) (ELG)

ED 170 500 CE 020 221

McBain, Susan L. Jung, Steven M.

Developmental Career Guidance Project, Pima County, Arizona. A Submission to the Joint Dissemination Review Panel.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Report No.-AIR-66700-6/78-TR1(2)

Pub Date-Jun 78

Contract-300-77-0303

Note-12p.; For related documents see ED 162 099 and CE 020 214-215

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Development, *Career Education, Community Involvement, *Curriculum Development, Educational Finance, Educational Objectives, Elementary Secondary Education, Evaluation Methods, Learning Activities, Program Content, Program Costs, Program Development, *Program Effectiveness, *Program Evaluation, Program Validation, Validated Programs

Identifiers-*Developmental Career Guidance Project

One of seven career education programs chosen for nationwide dissemination by the Department of Health, Education, and Welfare's Joint Dissemination Review Panel (JDRP), the Developmental Career Guidance Project for grades K-12 is being conducted in Pima County, Arizona. For the years 1971-75, it received its funding primarily from the Arizona State Department of Education. Based on the Arizona Career Education Matrix, it covers seven areas: self-awareness, career awareness, decision making, employability skills, educational awareness, economic awareness, and appreciations and attitudes. At the elementary level, curriculum activities focus on self-awareness, self esteem, and an introduction to jobs; at the junior high level, on greater study of occupations and decision-making skills; and at the high school level, on student's exposure to work and work environments. A Community Resource Center was established in Tucson and coordinates community and parent involvement. To determine the project's effectiveness, a third-party evaluator administered a Careers Test to 2,500 students in grades 4-12, evenly divided between schools with high and low implementation of career education. An impressive difference was found between the test results of the two groups, indicating the effectiveness of the project in achieving its goals and recommending its replication elsewhere. (The review process that this and the other six projects underwent prior to JDRP submission and approval is described in CE 020 214-215.) (ELG)

ED 170 501 CE 020 222

Hamilton, Jack A. Kaplan, Carol B.

Project CAP. Boston Mountains Educational Cooperative, Greenland, Arkansas. A Submission to the Joint Dissemination Review Panel.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.-AIR-66700-4/78-TR1(4)
Pub Date-Apr 78
Contract-300-77-0303
Note-10p.; For related documents see ED 162 101 and CE 020 214-215
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Awareness, *Career Education, Community Involvement, Curriculum Development, Educational Finance, Educational Objectives, Elementary Education, *Evaluation Methods, Junior High Schools, Learning Modules, Low Income, Occupational Clusters, Program Content, Program Costs, Program Development, *Program Effectiveness, *Program Evaluation, Program Validation, Rural Education, Validated Programs
Identifiers-*Project CAP

One of seven career education programs chosen for nationwide dissemination by the Department of Health, Education, and Welfare's Joint Dissemination Review Panel (JDRP), Project CAP (Career Awareness Program) is being conducted for grades 1-8 in Greenland, Arkansas. For the years 1974-77, it received funding from both federal and local sources. It is specifically directed to increasing career awareness among elementary and junior high students from low income, rural areas. The curriculum was developed to show students that education is important and related to the world of work by pairing a specific academic skill with a selected occupation. Occupations and career education concepts are taught for fifteen occupational clusters as well as a self-awareness cluster. Two student learning packets were developed and are used at each grade level for each cluster. Parent and community involvement are stressed. Two evaluation tests, the Career Awareness Test and the Career Knowledge Test, were used to determine the project's effectiveness. Based on the results of these tests from 4,500 students evenly divided between participating and non-participating schools, it was concluded that Project CAP produced educationally significant results and contributed substantially toward fulfilling the career awareness needs of students. (The review process that this and the other six projects underwent prior to JDRP submission and approval is described in CE 020 214-215.) (ELG)

ED 170 502 CE 020 223

Baker, Octave V.

Project CERES. Ceres Unified School District, Ceres, California. A Submission to the Joint Dissemination Review Panel.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.-AIR-66700-4/78-TR1(6)
Pub Date-30 Apr 78
Contract-300-77-0303
Note-11p.; For related documents see ED 162 103 and CE 020 214-215
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Articulation (Program), *Career Development, *Career Education, Curriculum Development, Educational Finance, Educational Objectives, Elementary Secondary Education, *Evaluation Methods, Program Costs, Program Development, *Program Effectiveness, *Program Evaluation, Program Validation, Validated Programs
Identifiers-*Project CERES

One of seven career education programs chosen for nationwide dissemination by the Department of Health, Education, and Welfare's Joint Dissemination Review Panel (JDRP), Project CERES (Career Education Responsive to Every Student) is being conducted for grades K-6 with planned expansion to grades 7-12. For the years 1972-76, it received funding from federal grants. In order to infuse career education concepts into the elementary and secondary curriculum and to develop an articulated curriculum that would provide for student attainment of career education goals, project staff developed a Career Education Matrix to establish instructional goals, student objectives, and staff responsibilities. Ten areas of career education are covered by the Matrix: career awareness, self awareness, career preparation, educational awareness, career planning and decision making, attitude development, economic awareness, career orientation, consumer competencies, and career exploration. To evaluate the project's effectiveness, the Primary and Intermediate Career Objectives Tests were administered in 1973-74 to sixteen elementary classes evenly divided between treatment and control groups. Based on the significantly higher scores of the treatment groups, it was concluded that the project produced educationally meaningful results in career education. (The review process that this and the other six projects underwent prior to JDRP submission and approval is described in CE 020 214-215.) (ELG)

ED 170 503 CE 020 224

McBain, Susan L. Lipe, Dewey

Project Equality. Highline Public Schools, Seattle, Washington. A Submission to the Joint Dissemination Review Panel.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Report No.-AIR-66700-4/78-TR1(9)

Pub Date-30 Apr 78

Contract-300-77-0303

Note-12p.; For related document see ED 162 106 and CE 020 214-215

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Education, Educational Finance, Educational Objectives, Elementary Education, *Evaluation Methods, Instructional Materials, Learning Activities, Program Costs, *Program Effectiveness, Program Evaluation, Sex Role, *Sex Stereotypes, Validated Programs

Identifiers-*Project Equality

One of seven career education programs chosen for nationwide dissemination by the Department of Health, Education, and Welfare's Joint Dissemination Review Panel (JDRP), a Project Equality is being conducted for grades K-6 in Seattle, Washington. For the years 1973-78, it received both federal and state funding. Intended to reduce sex-role stereotyping, the project developed three sets of materials: (1) five occupation simulation packets, (2) a book of short-term activities focusing on sex roles in the home and employment, and (3) a picture book showing males and females in non-stereotyped work settings. To evaluate the project's effectiveness, the "Who Should" test was administered in 1977-78 to K-6 students in two school districts on a pre- and post-test basis. Based on the gains shown by the test results, the project materials were judged to be highly effective. Since the post-test was given after the short time of two to three weeks and after only one set of materials was used, it was concluded that the use of additional materials over a longer time would probably increase the impact even further. (The review process that this and the other six programs underwent prior to JDRP submission and approval is described in CE 020 214-215.) (ELG)

ED 170 504 CE 020 233

Baker, Octave V.

Project Match; Ontario-Montclair School District, Ontario, California. A Submission to the Joint Dissemination Review Panel.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Report No.-AIR-66700-2/78-TR1(10)

Pub Date-28 Feb 78

Contract-300-77-0303

Note-12p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Articulation (Program), *Career Development, *Career Education, Career Planning, Educational Finance, Educational Objectives, Elementary Education, Evaluation Methods, Junior High Schools, Program Costs, Program Development, *Program Effectiveness, *Program Evaluation, Validated Programs

Identifiers-*Project MATCH

One of seven career education programs chosen for nationwide dissemination by the Department of Health, Education and Welfare's Joint Dissemination Review Panel (JDRP), Project MATCH (Matching Attitudes and Talents to Career Horizons) is being conducted for grades K-8 in Ontario, California. For the years 1974-78, it received federal funding under ESEA Title IV-C. Developed to infuse career education into the regular curriculum, the project covers ten areas: career awareness, self-awareness, attitude development, educational awareness, economic awareness, consumer competencies, career orientation, career exploration, career planning and decision making, and civic responsibilities. One hundred and ten infusion units have been developed as well as the following five special programs: Simutown, Individualized Reading Center Program, English Course of Study, Citizen Apprentice Program, and Individualized Learning Activity Packages. To evaluate the project's effectiveness, four project-developed career education tests were administered to both treatment and control students in each grade. Based on the test results and the large sample used in the tests, it was concluded that the project produces educationally significant results. (The review process that this and the other six projects underwent prior to JDRP submission and approval is described in CE 214-215.) (ELG)

ED 170 505 CE 020 267

Chimene, Davice G.

A GSO Atlas: Mapping On-Campus Adult Education Graduate Student Organizations.

Spons Agency-Adult Education Association of U.S.A., Washington, D.C.
Pub Date-Oct 78
Note-44p.; Some parts of this document may not reproduce well due to light print
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 PC02 Plus Postage.
Descriptors-*Adult Education Programs, *Graduate Students, Graduate Surveys, Higher Education, *Masters Degrees, Research, State Colleges, State Programs, State Universities, *Student Organizations, *Surveys
Identifiers-Canada, *Graduate Student Organizations, United States

A study was conducted which sought to determine where there were on-campus adult education graduate student organizations (GSOs), what they did, and how they did it. A list was compiled of all known college or university programs in adult education, both in the U.S. and Canada. A draft of the survey instrument was sent to each program for comments and corrections. A final copy was then sent and data were processed at Syracuse University, using the Statistical Package for the Social Sciences program. Survey results showed that most adult education programs were offered by state colleges or universities and that most programs offered master's degrees. Tabulated information was provided concerning the following areas: type of school, degrees offered, number of active students, on-campus adult education GSOs, number of years GSOs have existed, governance of GSOs, newsletter, activities, meetings, and funding. It was concluded that the typical adult education program, as well as its associated on-campus GSO, is offered by a state school, includes a masters program, has less than ninty-nine enrolled students, has had a GSO for less than a year, and the GSO has a formal organization with students in charge. The number of GSOs is expected to increase in the future. (CT)

ED 170 506 CE 020 271

Abramson, Theodore

Instructional Support System Occupational Education II. ISSOE Automotive Mechanics Content Validation.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Spons Agency-New York State Education Dept., Albany. Div. of Occupational Education Instruction.

Report No.-CASE-31-78

Pub Date-Nov 78

Grant-VEA-78-3C-878

Note-114p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Auto Mechanics (Occupation), Career Education, *Content Analysis, *Curriculum Evaluation, Instructional Systems, Military Training, *Systems Analysis, *Task Analysis, Trade and Industrial Education

Identifiers-Department of Defense, *Instructional Support System Occupational Educ, Vocational Technical Consortium States

A study was conducted to validate the Instructional Support System-Occupational Education (ISSOE) automotive mechanics curriculum. The following four steps were undertaken: (1) review of the ISSOE materials in terms of their ``validity'' as task statements; (2) a comparison of the ISSOE tasks to the tasks included in the V-TECS Automotive Mechanics catalog; (3) a comparison of the ISSOE tasks and the tasks contained in the Military Occupational Survey for Wheel Vehicle Mechanics; and (4) a similar comparison with the tasks included in the Soldier's Manual for Wheel Vehicle Mechanic. An initial review of the ISSOE materials found that 69% of the ISSOE tasks met task analysis criteria. The percentage of agreement of the three comparisons ranged from 66% to 75%, indicating substantial agreement in some of the major areas included in ISSOE and the three other lists. According to the study, ISSOE suffers only from lack of functional organization and some errors in level of specificity, duplication, improper statement of task, and perhaps some shortcomings in coverage. Two recommendations were made: (1) some of the ISSOE materials in other content areas should be subjected to analyses like this one; and (2) field surveys for some of the ISSOE materials similar in nature to the U.S. Army Survey should be undertaken to verify the findings of the earlier content validation. (CT)

ED 170 507 CE 020 295

Much More Could Be Done for Veterans in Employment and Training Programs. Report by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.
Report No.-HRD-78-166
Pub Date-29 Dec 78
Note-85p.; Not available in hard copy due to reproducibility problems
Pub Type- Reports - Evaluative (142) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Change Strategies, *Employment Programs, *Employment Services, Federal Legislation, *Job Applicants, Job Search Methods, Job Training, Labor Force, Problems, Program Development, Program Evaluation, *Program Improvement, *Special Services, Unemployment, *Veterans
Identifiers-Comprehensive Employment and Training Act, Department of Labor, United States

Improvement is needed in services offered by the Comprehensive Employment and Training Act (CETA) and the U.S. Employment Service programs to give designated classes of Armed Forces veterans special treatment. This finding is based on reviews of six city programs and national program data. Special treatment,'' although required, was not defined in the act or implementing regulations. It was found that (1) sponsors' program plans varied considerably in describing special consideration provisions; (2) labor statistics on veterans served by programs were inflated; and (3) CETA and employment service program coordination was inadequate. To address these problems, some General Accounting Office recommendations to the Labor Secretary were to establish special treatment guidelines for various veteran categories; revise reporting requirements to eliminate duplicate counting of veteran participants; and direct labor regional officials to give increased emphasis to assuring that sponsors and subgrantees list all public service jobs with the Employment Service. Other recommendations were made because it was found that the U.S. Employment Service programs (regular employment service, disabled veterans outreach, on-the-job training, and mandatory job listing) have not assisted veterans to the degree they could have. Generally, the Labor Department agreed with most recommendations, but disagreed with the recommendation that veterans should frequently visit local Employment Service offices. (CSS)

ED 170 508 CE 020 313

Polit, Denise And Others

Utilization of Women in Industrial Career Fields. Final Report for Period 14 March 1977-28 April 1978.

Boston Coll., Chestnut Hill, Mass. Lab. for Statistical and Policy Research.

Spons Agency-Air Force Human Resources Lab., Brooks AFB, Tex. Personnel Research Div.

Report No.-AFHRL-TR-78-48

Pub Date-Mar 79

Contract-F33615-77-C-0031

Note-162p.; Not available in hard copy due to light print in the original document

Pub Type- Information Analyses (070) - Reports - Research (143) - Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Affirmative Action, *Blue Collar Occupations, Change Strategies, Employment Opportunities, Employment Practices, Equal Opportunities (Jobs), Females, Industrial Personnel, Industrial Training, Males, *Military Personnel, *Personnel Selection, Pilot Projects, *Working Women

Identifiers-Air Force, Nontraditional Occupations

To expand the use of women in nontraditional industrial careers, the U.S. Air Force examined the questions of recruiting, selecting, and training women for traditionally male blue collar work. An extensive review of the literature revealed that little empirical data on the effectiveness of various administrative policies had been collected. The Air Force also collected original data concerning civilian policies on the use of women in nontraditional industrial careers. A pilot study was performed in which information was collected from three industrial corporations employing a significant number of women in skilled industrial jobs; questionnaires were administered to personnel administrators, frontline supervisors, and managers. Based on the literature review, the data analysis, and recommendations by respondents in the pilot study, it was recommended that the Air Force (among other things) (1) offer extensive counseling to new recruits and enlisted women, (2) emphasize the positive aspects of nontraditional jobs such as good pay and job security, (3) sensitize key personnel to Air Force policies affecting women, (4) communicate Air Force policies concerning women in a highly visible manner, (5) eliminate sexist language from all Air Force communications, and (6) perform an organizational audit to gather data on Air Force policies affecting women and identify where the biggest problem areas are. (Appended are a partially annotated bibliography, the methodology for the literature review, and the pilot study instruments.) (Author/LMS)

ED 170 509 CE 020 339

Wolfe, Mark L.

The Career Education Incentive Act: A Background Paper. Report No. 79-23-EPW.

Library of Congress, Washington, D.C. Congressional Research Service.

Pub Date-22 Jan 79

Note-18p.; Not available in hard copy due to light print in the original document

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Education, Definitions, *Educational Finance, *Educational Legislation, Evaluation Criteria, *Federal Legislation, *Incentive Grants

Identifiers-*Career Education Incentive Act

This report discusses the current federal role in career education under the Career Education Incentive Act (PL 95-207), which authorizes a federal formula grant program to states and to two national discretionary grant programs. An introduction explains the purpose of the Act, which is to make education as preparation for work a primary educational goal by increasing the emphasis placed on career awareness, exploration, decisionmaking, and planning. The following information concerning P.L. 95-207 is presented: a definition of career education; provisions of the current law; funding levels; evaluation requirements; legislative history; and a chronology of events. (BM)

ED 170 510 CE 020 417

Murphy, Ruth

Why Minority Individuals with Developmental Disabilities Drop Out of the Service System. A Report.

Spons Agency-Wisconsin State Council on Developmental Disabilities, Madison.

Pub Date-Nov 78

Note-142p.

Available from-Christina Metzler, Information Section, Division of Community Services, 1 West Wilson Street, Room 561, Madison, Wisconsin 53702

Pub Type- Reports - Research (143) Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Delivery Systems, *Developmental Disabilities, *Handicapped, *Minority Groups, *Personnel Evaluation, Problems, Program Effectiveness, Program Evaluation, Research, Sensitivity Training, Staff Improvement, *Staff Role, Surveys

Identifiers-*Service Systems, Wisconsin

An instrument was developed to obtain data relevant to why minorities with developmental disabilities drop out of the service delivery system in Wisconsin. The questionnaire, after being pre-tested and revised, was sent to agencies, organizations, and schools, and to individuals with developmental disabilities who agreed to participate in the survey. Results of this investigation indicated that developmental disability staff working with minority individuals with developmental disabilities were viewed as ``insensitive.'' Moreover, minority clients were in need of services such as transportation and babysitting. Recommendations included (1) workshops for staff and clients to improve communications; (2) ongoing minority sensitivity training programs; and (3) training and education programs for developmentally disabled individuals with a definite future in mind. (Surveys pre-test, final, and correction and data tables are included.) (CT)

ED 170 511 CE 020 436

Reducing Functional Illiteracy: A National Guide to Facilities and Services.

American Association of Advertising Agencies Contract Center, Lincoln, Neb.

Note-174p.

Available from-AAAA Contact Center, P.O. Box 81826, Lincoln, Nebraska 68501 (free)

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Adult Education, *Community Programs, *Functional Illiteracy, International Organizations, *Literacy Education, *National Programs, Resource Guides, State Departments of Education, *State Programs

Identifiers-International Reading Association, Literacy Volunteers Inc, National Affiliation for Literacy Advance

In an effort to help alleviate functional illiteracy this directory identified organizations and individuals that are actively working to increase adults' functional competencies. The major organizations listed in the directory include state departments of education and local affiliates of the International Reading Association, Literacy Volunteers of America, Inc., 2nd National Affiliation for Literacy Advance. Entries are given alphabetically by state and within states by cities. Each listing contains an address and phone number. (CSS)

ED 170 512 CE 020 446

Bickner, Mei Liang Shaughnessy, Marlene

Women at Work - Volume II: An Annotated Bibliography, 1973-1975.

California Univ., Los Angeles. Inst. of Industrial Relations.
Pub Date-77
Note-426p.; Not available in hard copy due to reproducibility problems; For a related document see ED 095 398
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bibliographies, Employment Opportunities, Employment Patterns, Legislation, *Minority Groups, *Occupations, *Public Policy, Reference Materials, Sex Discrimination, Sex Role, Training, Wages, *Womens Education, *Womens Studies, *Working Women

This volume is a selective bibliography on working women and is intended for persons who teach, conduct research, or are concerned students in the general area of working women. Included in the bibliography are serious studies, referred journals, government publications, topical reports, and court decisions. Special attention is given to publications dealing with minority women, with women employed outside the professions, and with legal developments that affect the working woman, such as decisions of the National Labor Relations Board (NLRB) and the Equal Employment Opportunity Commission. Each annotation is presented under one of the following categories: (1) general, (2) historical development, (3) education and training (job training, continuing education), (4) working women (statistical profile, earnings), (5) occupations (academia, management, public employment), (6) special groups of women (teenagers and youth, minority women), (7) public policy (EEOC and NLRB decisions), and (8) bibliographies. Four alphabetical indexes are also included: author, title, categories, and subject. (CT)

ED 170 513 CE 020 454

Dean, Madeline B.

ISSOE; Prototype Student Reporting System. Final Report No. 78-4.

State Univ. of New York, Ithaca. Cornell Inst. for Occupational Education.

Spons Agency-New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Pub Date-Sep 78

Note-245p.; Some pages in this document may not reproduce well due to small or broken type

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Academic Achievement, *Ancillary Services, *Career Education, Criterion Referenced Tests, Curriculum Design, Curriculum Development, *Instructional Systems, Job Skills, *Performance Based Education, *Program Evaluation, *Student Evaluation, Task Analysis

Identifiers-Cornell Institute for Occupational Education, Instructional Support System Occupation Education

An Instructional Support System for Occupational Education (ISSOE) was designed to support and facilitate instruction by systematizing those functions essential to occupational programs reporting, monitoring, and evaluating. ISSOE operates on several levels simultaneously: individual student achievement can be reported, class progress can be monitored, and entire programs can be evaluated. ISSOE rests upon a performance-based modularized curriculum as basis for reporting the achievement of individual students. The ISSOE curriculum package is a compendium of objectives which lead to employability in the world of work. These objectives have been based on task analyses, and the judgments of experienced teachers and are employer-validated. They are written in behavioral terms to provide a criterion-referenced testing system. Phase I (1975-76) focused on the development and testing of a system of curriculum development for the ISSOE effort. Phase II (1976-77) provided for format revision in the model. Phase III (1977-78) resulted in the following: (1) transition of the system from Cornell to other higher education institutions in New York State; (2) development of a process of employer validation of ISSOE major objectives in regard to their relevance to competencies needed by entry level workers in related occupations; and (3) the designing and piloting of a prototype competency-based student reporting system for ISSOE, with the manual system to be tested during 1978-79. (Author/CT)

ED 170 514 CE 020 456

White, Robert H., Ed.

Climate for Articulation. Report of a Conference of Vocational Directors and Technical College Presidents and Directors in South Carolina, October 12-14, 1978.

South Carolina State Advisory Council on Vocational and Technical Education, Columbia.
Pub Date-Mar 79
Note-29p.; Photographs in this document will not reproduce well
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Role, Advisory Committees, *Articulation (Program), Postsecondary Education, Program Administration, *Program Coordination, Program Improvement, *Program Planning, Secondary Education, Speeches, Technical Institutes, *Vocational Education
Identifiers-South Carolina

A summary is presented of the proceedings of a South Carolina conference of vocational and technical college presidents and directors which focused on (1) the articulation of selected secondary level vocational education and similar postsecondary level technical institution programs and (2) mutual concerns of vocational directors and technical institution administrators. The report includes a speech by Dr. Gene Bottoms discussing the professional basis for articulation, national concerns in vocational education, and the basis for federal investment in vocational education and a speech by Dr. Dan Dunham addressing eight priorities in education and the need for articulation between secondary and postsecondary vocational education and between vocational education and the work place. Abstracts of presentations by program participants and representatives of the Trident Technical College area are also given. A summary of decisions reached by conference discussion groups is outlined; forms used by discussion groups to list needs are appended. (LRA)

ED 170 515 CE 020 457

Hook, Sallie A. And Others
Profit The Key. Principles of the American Free Enterprise System for Distributive Education Students. Instructor's Guide.
Clemson Univ., S.C. Vocational Education Media Center.
Spons Agency-South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date-78
Note-86p.; For a related document see CE 020 458
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($18.75 for Instructor's and Student's Guides)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Audiovisual Aids, *Distributive Education, *Economic Education, *Economic Factors, Films, Filmstrips, Instructional Materials, *Learning Activities, Marketing, Teaching Methods, Tests
Identifiers-*Free Enterprise System, *Profit, United States

In this distributive education unit teacher's guide on the free enterprise system, principles of the American economic system are introduced as they relate to marketing and distribution. (The study guide is available as CE 020 458.) The guide preview sheet includes a list of audiovisual equipment necessary, duration of the unit (sixteen to twenty-five class periods), titles of free films and ordering information, and a list of reference books and other instructional materials sources. Goals, instructional objectives, and methods of implementing the unit are also included. Learning activities (e.g., word scramble games) and supplemental activities and their answer keys make up the bulk of the guide. Next, a series of short quizzes and a unit test review the material. The guide also contains a script for the filmstrip Profit The Key,'' and twelve transparencies illustrating the concepts of unemployment, capital, money supply, government role, monopoly, production, supply and demand, pricing, profit, competition, gross national product, and inflation. (CT)

ED 170 516 CE 020 458

Hook, Sallie A. And Others

Profit The Key. Principles of the American Free Enterprise System for Distributive Education Students. Student Guide.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency-South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-78

Note-27p.; For a related document see CE 020 457

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($18.75 for the Instructor's and Student's Guides)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Capital, Competition, *Distributive Education, *Economic Education, *Economic Factors, Government Role, Inflation (Economics), *Instructional Materials, *Learning Activities, *Marketing, Money Systems, Unemployment

Identifiers-Free Enterprise System, Gross National Product, Monopoly, Pricing, Production, *Profit, South Carolina, Supply and Demand, United States

In this distributive education student's guide on the free enterprise system, principles of the American economic system are introduced as they relate to marketing and distribution. This twenty-four-page document includes directions and an introduction to the material. Twelve "Principle Sheets" on various economic concepts contain objectives, vocabulary words to learn, and an explanation of the concept. The concepts are unemployment, capital, money supply, government role, monopoly, production, supply and demand, pricing, profit, competition, gross national product, and inflation. Learning activities for these concepts are contained in the teacher's guide (CE 020 457). (CT)

ED 170 517 CE 020 460

Martin, G. Eugene, Ed.

Industrial Arts Education: Retrospect, Prospect. 28th Yearbook, 1979.

American Council on Industrial Arts Teacher Education, Washington, D.C.

Pub Date-79

Note-471p.; Information in diagrams may not reproduce well due to small print

Pub Type- Collected Works - General (020) - Opinion Papers (120)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors-Curriculum Development, *Educational History, *Educational Philosophy, *Educational Trends, Graduate Study, *Industrial Arts, *Industrial Education, Leadership, Periodicals, *Professional Associations, School Shops, Supervisors, Teaching Methods

Identifiers-*American Council on Industrial Arts Teacher Educ

Nineteen chapters of information, organized into five units, are provided in this 28th yearbook of the American Council on Industrial Arts Teacher Education. Unit I, entitled A Historical and Philosophical Orientation to Industrial Arts'' contains five chapters that examine these topics: the movements that led to contemporary industrial arts education, the evolution of industrial arts in the elementary school curriculum, the relationship of industrial arts to general education, the relationship of industrial arts to vocational education, and industrial arts laboratory facilities (past, present, and future). Unit II, entitled Theory and Practice in Industrial Arts'', provides six chapters on these topics: curriculum movements of the 1960's, the development of selected contemporary programs, curriculum development efforts of the 1970's, influence of technology on subject matter, industrial arts as a discipline for studying the future, and industrial arts teaching methods. Unit III, entitled Professional Roles and Education in Industrial Arts,'' contains a chapter on graduate education and a chapter on the role of industrial arts supervisors. Unit IV provides five chapters on leadership, organizations, and journals in industrial arts, while unit V provides a summary chapter on the information presented in the yearbook. (JH)

ED 170 518 CE 020 461

Cooper, Dorothy

A Nursery School Activities Card File.

Bergen County Vocational-Technical High School, Hackensack, N.J.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date-May 79

Note-293p.; Not available in hard copy due to being printed on colored paper; For a related document see ED 147 492

Available from-New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($20.00, plus postage)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Art Activities, Audiovisual Aids, Bulletin Boards, *Career Awareness, *Child Development, Field Trips, Food, Games, *Learning Activities, *Learning Laboratories, Music Activities, *Nursery Schools, Reading Readiness, Story Telling, Toys

This file contains a total of 285 cards describing activities for nursery-school children. It was designed to accompany ``The Child-Care Teacher Aide'' (ED 147 492), a teacher's guide for vocational training of teacher aides. The file is divided into four main divisions fall, winter, spring, and summer. Apportioned among the different seasons are twenty-three topics (e.g., halloween, signs of spring/planting, valentine's day/the mail carrier, and the seashore). For each of the twenty-three topics there are twelve cards of activities. These twelve activities include art, play-center, bulletin board and display, food, audiovisual, storytelling/fingerplay, games/toys, music, field trip, learning center, reading readiness, and career awareness. (CT)

ED 170 519 CE 020 471

Project Mainstream: San Mateo Union High School District.
San Mateo Union High School District, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-14 Feb 79
Note-61p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Business Education, *Curriculum Development, *Disadvantaged Youth, *Handicapped Students, Home Economics Education, Individualized Instruction, Individualized Programs, Industrial Education, Learning Activities, *Mainstreaming, Program Evaluation, *Vocational Education, *Vocational Education Teachers, Workshops
Identifiers-*California (San Mateo)

A project was designed to involve vocational teachers in intensive "hands-on" workshop activities to develop information, materials, and strategies for vocational instruction and support for students with special needs. Thirty vocational teachers from business, homemaking, and industrial education were involved in a two-day workshop and in evening seminar/workshops during the fall of 1978. Workshops contained lectures, small groups, role playing, and environmental simulations concerning mainstreaming. The field testing phase of the project involved the teacher's use of an individualized instructional program form and the development of a profile for a disadvantaged or handicapped student in the teacher's class. Other participant activities included (1) taking a measuring unit which he/she used and revising it for slow learners; (2) adapt a unit now being taught and add a strategy so that it was easy for a disadvantaged or handicapped student to understand; and (3) supply the name of a person in the business community who was willing to be interviewed by a handicapped student. All participants were evaluated at various points in the project through questionnaires. It was concluded that most participants gained from the project in the areas of new information, understanding, communications, and planning. (CT)

ED 170 520 CE 020 567

Matthews, Martha McCune, Shirley

Try It, You'll Like It! A Student's Introduction to Nonsexist Vocational Education.

National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.-OE-78-09004

Pub Date-78

Contract-300-76-0426

Note-59p.; Photographs will not reproduce clearly

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Career Awareness, Career Exploration, Changing Attitudes, Discriminatory Legislation, *Educational Opportunities, Equal Education, Females, Homemaking Skills, Labor Legislation, Males, Personal Interests, Secondary Education, *Secondary School Students, Sex Discrimination, Sex Role, Sex Stereotypes, Student Interests, *Vocational Education, *Vocational Interests

Identifiers-*Nontraditional Occupations

Designed to be used by secondary students, this booklet is meant to help students become aware of and consider vocational education programs which are nontraditional for their sex. The major sections encourage students to (1) explore their interests; (2) consider the role in their lives of paid work outside the home; (3) think about the work they will do inside the home; (4) evaluate whether vocational education courses which are not traditional for their sex may offer them a way of pursuing their interests or gaining skills they need to work inside and outside their homes; and (5) become familiar with their legal rights to nondiscrimination and equal treatment in schools and employment. Each section contains information for students to consider, questions for them to answer and think about, and suggestions for actions they may take to explore various issues further. Black and white photographs and

sketches illustrate the booklet. Numerous inventories, checklists, and questionnaires are included. (Author/LMS)

ED 170 521 CE 020 591

Greenhouse Management: Production Schedules and Financial Analysis. Teaching Guide.
Wisconsin Univ., River Falls.
Spons Agency-Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.
Pub Date-76
Note-32p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cost Effectiveness, *Greenhouses, *Ornamental Horticulture, *Plant Growth, *Production Techniques
Identifiers-*Production Schedules

Designed to culminate an ornamental horticulture class, this teaching guide provides information needed for the year-round operation of a school and/or commercial greenhouse. Three units are presented: production schedules, determining harvest time, and cost analysis. Each unit lists major teaching points, learning activities, and reference materials. Included in the appendixes are crop production schedule information for twenty-three annuals, seven perennials, ten vegetables, ten flowering pot plants, and thirteen foliage plants. Also provided in the appendix is cost analysis information, including general cost information, a sample student problem, and specific cost information for six different plants. (JH)

ED 170 522 CE 020 602

New Directions in International Health Cooperation: A Report to The President.

Executive Office of the President, Washington, D.C.
Pub Date-78
Note-379p.; Parts may be marginally legible due to light type
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 040-000-00404-1)
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-*Cooperative Planning, *Economic Development, Federal Aid, *Federal Programs, Financial Support, Foreign Countries, Foreign Policy, Global Approach, Health Activities, Health Needs, Health Personnel, *Health Programs, Human Services, *International Programs, International Relations, *Policy Formation, Program Development, Reports
Identifiers-United States

This report inventories the U.S. federal government's current expenditures of resources for international health and considers ways of better resource utilization and coordination. Presented in eight chapters, the report considers three major issues: (1) how governmental and multilateral development strategies could be reoriented to affect health, (2) how the international health assistance welfare image could be dispelled and its economic development aspects emphasized, and (3) how individuals and organizations could be motivated to action at the grassroots level. In each chapter problems/constraints are examined, and recommendations are made for improved health services. Chapter 1 reviews the foundations for U.S. international health policy. The second chapter discusses international relations and health diplomacy. Chapter 3 emphasizes the importance of improving health care in the U.S. The following chapter explores the role of the private sector in international health. Chapter 5 provides a perspective on financial and commercial aspects of international health, and U.S. research efforts and their relationship to international health are investigated in chapter 6. Chapter 7 discusses U.S. foreign supporting assistance and its accompanying developmental strategy which emphasizes growth and coordination of basic human needs policy with U.S. human rights policy. The final chapter examines conditions that influence the availability of health manpower resources for international health programs. (CSS)

ED 170 523 CE 020 608

Wasil, Raymond A.

Accountability, Communication, Coordination: Placement: Ultimate Test of a School's Commitment to its Students. A Brief Overview of an Overall Structure for Comprehensive School Placement Service.

Akron-Summit County Public Schools, Ohio. Job Placement Dept.

Pub Date- 68

Note-9p.

Available from- Today'' Education Services, 192 Somersett Rd., Delaware, Ohio 43015 ($1.25; quantity price, $1.00)

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Accountability, *Guidance Services, Job Development, *Job Placement, *Program Design, *Program Development, Program Evaluation, School Community Relationship, *School Industry Relationship, Secondary Education, Student Needs

In this brief overview of placement services for a comprehensive school, the following topics are discussed: (1) the history of job placement; (2) the need for job placement services (accountability); (3) general objectives of placement services; (4) format for establishing a school placement service; (5) school-business-industry cooperation; (6) basic requirements for selecting placement specialists; (7) job development; (8) evaluation of job placement services; and (9) follow-up procedures. (BM)

ED 170 524

CE 020 610

Klein, Lawrence R. Ghozeil, Susan

A Popularized Version of 21 Doctoral Dissertations. R & D Monograph 70.

Employment and Training Administration (DOL), Washington, D.C.
Pub Date-79
Note-108p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00367-0)
Pub Type- Reports - Research (143) - Dissertations/Theses (040)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Attitudes, Content Analysis, *Economic Factors, *Economic Research, Family (Sociological Unit), Job Placement, Job Search Methods, Job Training, *Labor Force, *Labor Market, Labor Unions, Leisure Time, Marriage, Occupational Mobility, Physicians Assistants, *Social Factors, Social Science Research, *Stress Variables, Success Factors, Unemployment, Vocational Rehabilitation, Wages, Working Hours, Working Women, Youth Employment

This volume makes available to a broad readership dissertation findings from social and behavioral sciences research supported by the Employment and Training Administration. Each of twenty-one dissertations, rewritten in the vernacular, is presented in condensed form for primarily nonacademic readers. These popularized selections, which have been reviewed for accuracy by their authors, are divided into two major parts: (1) stresses in the labor market and (2) stresses on the labor force. Bibliographic information, such as author's name, institution, publication date, title, popular title (provided by the rewriters), and accession number is provided for each. A few sample dissertation formal titles and popular titles are the following:

Empirical Study of the Female Insured Unemployed'' (St Louis Woman''), by Phyllis D. Altrogge, Labor Union Response to Federal Manpower Policy: A Comparative Study of the United Steelworkers of America and the International Union of Operating Engineers'' (Proof of the Pudding''), by David B. Stephens, Physician Assistants: An Empirical Analysis of Their General Characteristics, Job Performance, and Job Satisfaction'' (Rx for M.D.'s''), by Henry B. Perry III, and Economic Insecurity, Professional Values, and Political Ideology: A Study of Engineers and Scientists in California'' (New Workers of the World, Unite!''), by Howard P. Greenwald. (CSS)

ED 170 525 CE 020 614

Status of Vocational Agriculture and the Changing Roles of Teachers of Vocational Agriculture in North Carolina. Final Report.

North Carolina State Univ., Raleigh. School of Education.

Spons Agency-North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Pub Date-78

Note-132p.; Information in Appendix C may not reproduce well due to small print

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Educational Research, Educational Trends, Job Satisfaction, Professional Recognition, *Program Evaluation, *State Surveys, Teacher Attitudes, Teacher Characteristics, *Teacher Role, *Vocational Agriculture, *Vocational Agriculture Teachers

Identifiers-*North Carolina

A study was conducted to examine the changing roles of teachers of vocational agriculture and to evaluate the current status of programs as a basis for making recommendations concerning the role of vocational agriculture in public school education during the next decade. Data were collected using a structured interview of 122 North Carolina vocational agriculture teachers. General conclusions drawn from the study include the following: (1) the vocational agriculture teacher in the public schools of North Carolina is generally male, middle-aged, regularly certified, has taught between 15 and 19 years, is satisfied as a vocational agriculture teacher, and plans to leave teaching with 10 years; (2) class size is increasing dramatically with females and urban students accounting for a major portion of the increase; (3) the supervised occupational experience and adult education components of the program are weak; (4) the vocational agriculture teacher is no longer communicating in an organized fashion with the community in the role of interpreter of agricultural education or of changes in agriculture; and (5) teachers want longer contracts, more supervision, more non-school time, more in-service training programs and more time for adult education. (JH)

ED 170 526 CE 020 627

Health Occupations Education In Wisconsin's Secondary Schools: A Curriculum Guide. Bulletin No. 7352.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date- 76

Note-94p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Cooperative Education, Course Objectives, *Course Organization, *Health Needs, *Health Occupations, *Health Occupations Education, *Health Services, *Job Skills, *Job Training, Learning Activities, Secondary Education, Simulated Environment

Identifiers-Wisconsin

This document contains teaching guides for the two courses included in Wisconsin's Health Occupations Education Curriculum, which is designed to help students become informed consumers of health care services and to determine individual suitability for pursuing vocational commitment in the health services field. This curriculum is also designed to help prepare the students for entry into postsecondary education and training programs in health-related occupations and/or entry level employment in the health industry. The first course is a survey course which focuses on the identification of health career needs, health delivery systems, and health occupations. The second course is called the capstone course'' and provides for the acquisition of job-entry level skills in a health occupation at less than the level of licensure. The capstone course can be taught by simulated classroom instruction or by the cooperative education method, using community health care agencies. The format utilized by each course includes the following elements: goals, objectives, teacher preparation instructions, suggested student learning experiences, evaluation activities, references to prerequisite or advanced units, and resources. A large portion of this document contains appended materials, including suggested procedures for initiating and developing a vocational program, requirements of a cooperative vocational education program, and related forms. (BM)

ED 170 527 CE 020 630

WAVAI Curriculum Guide for Instruction in Wisconsin High Schools. 1975 Revision. Bulletin No. 5011.

Wisconsin Association of Vocational Agriculture Instructors, Madison.; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-75

Note-160p.; Guide prepared by the Curriculum Study Committee

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Agribusiness, *Agricultural Education, Agricultural Occupations, Agricultural Production, Career Exploration, *Curriculum Design, Learning Activities, *Program Development, Program Evaluation, Secondary Education, *Teaching Methods, *Vocational Agriculture

Identifiers-*Wisconsin

This guide is designed to aid the development of vocational education programs in agriculture in local school districts. Major program objectives, good learning conditions, program evaluation, suggested teaching methods, and Wisconsin's philosophy and procedures in developing occupational experience programs in vocational agriculture/agribusiness are discussed in the introduction. Sixty vocational agriculture programs are described, including the following: animal nutrition, beef production, conservation, dairy herd testing, forestry, gardening, hydraulics, poultry, soybeans, and arc welding. Each program contains the following elements: program objectives, concepts to develop, subject matter to teach, motivation, learning activities, and materials needed. A directory of publishers of vocational instructional materials is appended. (CT)

ED 170 528 CE 020 631

Forestry Manual for Vocational Agriculture Instructors. 1976 Revision. Bulletin No. 7001.

Wisconsin Association of Vocational Agriculture Instructors, Madison.; Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-76
Note-161p.; Manual prepared by the Forestry Committee
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Botany, Conservation (Environment), *Forestry, *Forestry Occupations, Job Skills, *Laws, Learning Activities, *Lumber Industry, Secondary Education, Trees, *Vocational Agriculture, *Wildlife Management
Identifiers-Wisconsin

The ten chapters included in this forestry manual for vocational agriculture instructors are grouped into three parts. A course outline precedes part 1 and assists the teacher by providing performance objectives, major concepts to be developed, a subject matter outline, motivational ideas, suggested learning activities, and a list of resource materials. Part 1 covers basic forestry information and includes the first three chapters: (1) Wisconsin Forest History; (2) Man and the Forest Community; and (3) Forestry Careers and Opportunities. Part 2 contains chapters 4-9 on managing the forest; (4) Forest Botany; (5) Forestry Skills; (6) Growing Trees for the Planted Forest; (7) Tending the Forest; (8) Harvesting, Marketing and Processing Cut Forest Products; and (9) Multiple Uses of the Forest. Finally, part 3 presents the tenth chapter, on forestry laws and programs. A list of suggested learning activities follow the informational literature in each chapter. The following materials are appended: guidelines for planning field trips, suggested cost record sheets, a timber sales agreement, and a glossary of forestry and lumbering terms. (BM)

ED 170 529 CE 020 633

Keast, Anne C. Leth, Gwendolyn I.

Timely Teaching Tips: Financial Planning.

Spons Agency-American Council of Life Insurance, Washington, D.C.
Pub Date-79
Note-108p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Consumer Economics, *Consumer Education, *Credit (Finance), Evaluation Criteria, *Money Management, Secondary School Students, *Teaching Techniques
Identifiers-*Financial Planning

This handbook contains teaching ideas for personal and family financial planning courses in senior high schools. Each concept includes the type of activity, an overview of the activity in the form of a generalization, student performance indicators, a plan for implementation, evaluation criteria and materials needed to conduct the activity. Many of the activities also include teacher references.

Following is a list of the concepts with examples of activity areas: Money management (life insurance case problem, personal property inventory); purchase of goods and services (cost comparison, consumer awareness); consumer economics (increasing economic vocabulary, supply and demand and price index record); and credit (shopping for credit, applying for a short term loan). (CT)

ED 170 530 CE 020 636

Ralston, Sandra K., Ed.
Continuous Career Education: Models for Examination.
American Association of State Colleges and Universities, Washington, D.C.
Pub Date-Feb 79
Note-90p.; Papers presented at the National Conference on Career Education (3d, Detroit, Michigan, March 9-10, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adults, *Career Development, *Career Education, Colleges, *Continuous Learning, Demonstration Programs, Educational Improvement, *Educational Innovation, Educational Responsibility, *Educational Strategies, Educational Theories, Educational Trends, Postsecondary Education, Universities

This document includes twenty-four papers which were presented at the Third National Conference on Career Education in Detroit, Michigan, held March 9-10, 1978. The first five papers which were presented at the general sessions deal with the theory of career education as addressed by educators and government officials. The remaining 19 papers which were presented in group discussions describe various approaches to continuous career education in postsecondary institutions. Overall, the conference papers point out two significant facts: (1) colleges and universities must respond to the needs brought about by the increasing rate of change in society which requires that persons be able to constantly renew and upgrade skills for their existing jobs and be prepared to change careers several times in their lives; and (2) postsecondary institutions must seek additional groups to serve since the number of eighteen-year-olds is declining. (BM)

Donsky, Aaron P. And Others
Who Wants What? Lifelong Learning Centers Needs Assessment.
Lakeland Community Coll., Mentor, Ohio.
Pub Date-May 79
Note-74p.; Some pages in this document may not reproduce well due to faint print
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, *Adult Education Programs, Adults, *Community Agencies (Public), Community Programs, Community Study, Continuous Learning, *Information Dissemination, *Needs Assessment, *Participant Involvement, Participant Satisfaction, Program Development, *Research
Identifiers-Ohio (Lake County)

To examine characteristics and needs of participants and potential participants of nineteen lifelong learning centers in Lake County, Ohio, a study was conducted. Because of the great variety of agency offerings, no attempt was made to summarize or analyze results. A descriptive format was used, and agencies were encouraged to examine performance specifically and in relation to other agencies. Information was gathered to aid in bringing about joint program planning, eliminating effort duplication, sharing resource, improving community needs, knowledge, and finding effective program information dissemination means. A modified stage cluster sampling technique was used. Following mail questionnaire and telephone followup, 906 individual responses were received from a sample of 2,120 households. There were high rates of nonresponse concerning general satisfaction level and initial program information source. Responses indicated little program offering dissatisfaction, and "friends" were the most frequently mentioned information source. Education and length of residence tended to be positively associated with participation. Physical fitness, arts, crafts, recreation, and performing arts were most frequently preferred future offerings; problem-related services and humanities programs were least frequently preferred. Frequent requests for future activities, inconsistent with agencies' purposes and program goals, indicated problems in advertising the agency aims. (CSS)

ED 170 532 CE 020 641

Gordon, Ruth, Comp. And Others

Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography: Volume 1. Federally Administered Projects.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Jan 79

Contract-300-78-0032

Note-267p.

Pub Type- Reference Materials - Bibliographies (131) - Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Adult Education, *Bilingual Education, *Career Education, Contracts, *Curriculum Development, *Demonstration Projects, Educational Research, Elementary Secondary Education, *Federal Aid, Grants, Postsecondary Education, Research Projects, *Vocational Education

Identifiers-United States, Vocational Education Amendments 1968

Volume I of this annotated bibliography presents resumes of research, exemplary and innovative program projects, curriculum development projects, and bilingual vocational training programs that were administered by the Bureau of Occupational and Adult Education, U.S. Office of Education, during fiscal years 1970-1977. These projects were supported with funds made available under Parts C, D, and I of the Vocational Education Amendments of 1968 (Public Law 90-576) and Part J of the Education Amendments of 1974 (Public Law 93-380). Following the introduction, the resumes are grouped by fiscal year and arranged alphabetically by state within sections representing the parts of the legislation under which funding was obtained: Part C (research), Part D (exemplary), Part I (curriculum development), and Part J (bilingual vocational training). The information provided for each project includes the title, project director and organization, application number, contract or grant number, funding period, and an annotation focusing on project objectives. Included are summary data for each fiscal year, an index to projects supported within each state, and a list of references. A companion volume of state-administered research and exemplary projects for fiscal years 1970-1977 will be published in January 1980. (Author)

Griffith, William S.
The Changing Status of Adult/Continuing Education Graduate Programs.
British Columbia Univ., Vancouver. Faculty of Adult Education.
Pub Date-Oct 78
Note-15p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Education, *Adult Educators, Changing Attitudes, *Departments, Educational Quality, Enrollment, Faculty Development, *Graduate Students, Occupational Surveys, *Professional Recognition, Program Improvement, Relationship, *Schools of Education, Status, Teaching Quality, Trend Analysis

To determine the posture of adult/continuing education (ACE) graduate programs, a questionnaire was developed. The questionnaire first provided comparative data for ascertaining the number of faculty members and students in ACE departments and in the entire colleges of education for autumn of 1973 and 1978 and second provided information on faculty members' perceptions of change since 1973 in the level of influence their departments enjoyed within their respective colleges of education, past and predicted changes in these levels, factors affecting the levels, and related program characteristics and changes. Of seventy-three institutions (members of the Commission of the Professors of Adult Education) surveyed, twenty-seven responded. A few selected findings are as follow: (1) the median number of full-time equivalent faculty members in ACE increased from two to three between 1973 and 1978; (2) fifteen respondents reported status increases for ACE departments over the last five years; most frequently cited evidence was increased involvement in important groups; (3) three factors identified as most significant in increasing ACE departments' status and influence since 1973 were increasing faculty quality, student enrollment, and program quality; and (4) in general, respondents reported an increase in numerical importance and influence for ACE departments over the last five to ten years. (CSS)

ED 170 534 CE 020 644

Poppenhagen, Brent W. Jordan, Thomas S.

Training and Development Specialists: Competencies for Performance and Markets for Employment in Northeast Ohio.

Cleveland State Univ., Ohio.

Note-53p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Education, Adult Educators, Degree Requirements, Educational Needs, Educational Opportunities, *Employment Qualifications, Job Skills, *Needs Assessment, *Performance Factors, Postsecondary Education, *Program Development, *Questionnaires, Skill Development, Specialists, *Staff Improvement

Identifiers-Ohio (Northeast)

As a major step in an effort to provide programming to a broad population of training and development educators, a needs assessment was conducted among Northeast Ohio educators whose professional activities occur in health, government, nonprofit, and business organizations. Of 250 postsecondary education questionnaires, eighty were returned in a form usable for analysis. Major findings included (1) the identification, classification, and prioritization of twenty-four competencies relevant to training and development educators; (2) the need among 58% of business, government, health care, and nonprofit organizations for master's level preparation and among 76% for additional course work; and (3) the needs of business, government, health care, and nonprofit organizations for educational specialists prepared at baccalaureate (67% of respondents), graduate (62% of respondents), and nondegree (93% of respondents) levels. It was concluded that a significant need exists for degree and nondegree programming among training and development educators, that colleges of education already deliver instruction in the majority of training and development competencies, and that organizations with training and development operations represent a viable new market for educators. (The postsecondary education questionnaire is appended.) (Author/CSS)

ED 170 535 CE 020 645

Buchanan, Lillian Simutis, Jean

Participation In a Career Decision-Making Program: Obtaining Predictors from an Analysis of Readily Available Data.

Alma Coll., Mich.

Note-20p.; Paper presented at the American Education Research Association Annual Meeting (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Choice, *Career Planning, *College Students, Comparative Analysis, *Decision Making, Differences, Participant Characteristics, *Participant Involvement, *Predictor Variables, Statistical Studies, *Student Characteristics

Identifiers-Alma College MI, Michigan

A study was designed to investigate the possibility that college students who participate in career decision-making (CDM) programs differ from the general college population in ways unrelated to their CDM status. This exploratory hypothesis was tested by determining, first, whether a regression equation could be constructed using readily available entrance data which would account for a significant amount of CDM program participation, and, second, whether this equation would continue to account for a significant amount of variance when applied to a cross-validation sample from a subsequent year. The standardization regression equation was based on data on 235 students in the class of 1980 at Alma College (Michigan). Several variables which represented the subjects' CDM status, or need for help with CDM, were included in the set of predictor variables. The study demonstrated that participation in a CDM program can be reliably predicted using a small set of variables from readily available data. A regression equation using ten variables accounted for 24% of the variance in program participation for the class of 1980. When this regression equation was applied to a sample from the class of 1981, the result remained significant. The results suggest that there are predictors of CDM program participation beyond those predictors which are directly related to CDM. Also, a hierarchical regression analysis determined that predictors of enrolling in a CDM program can be differentiated from predictors of amount of participation once in the program. (Author/BM)

ED 170 536 CE 020 647

Lawrence, Janet H. Lehman, Esther

Oral History as a Motivating Factor among Adult Learners.

Michigan State Univ., East Lansing.

Pub Date-79

Note-19p.; Paper presented at the American Educational Research Association Annual Meeting (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Education Programs, Behavior Change, Changing Attitudes, Cognitive Processes, Depression (Psychology), Interpersonal Relationship, *Material Development, Methods Research, Nurses, *Nursing Homes, *Older Adults, *Oral History, *Participant Involvement, Program Development, Self Concept, Social Factors, Teaching Methods

An exploratory study was designed to assess (1) whether a class created around older adults' personal recollections would motivate the class's involvement in adult education activities, (2) the oral history preparation process's impact on younger interviewers and older respondents, and (3) the instructional approach's strengths and weaknesses. The project, initiated at a Veterans Administration nursing home, contained four stages: staff training for collecting and transcribing histories, staff and resident interviews to obtain histories, staff transcription and resident editing of histories for incorporation into a book, and development of two courses (``World War II Era'' and ``Red Letter Days'') from collected group experiences. Based on class attendance records and staff members' and visitors' perceptions of changes in the thirteen participants' behavior/life outlook, seven participants showed positive impact; six showed no impact. In comparing groups it was found that residents benefitting most were characterized before project initiation as cognitively integrated but socially withdrawn. These residents became increasingly involved in interviews and tended to continue participation following experimental class completion. Persons benefiting least were frequently described as depressed or confused. Of the eleven nursing staff interviewers, 63.6% reported warmer, more personal relationships with their interviewees. Results suggest that staff and residents mutually benefitted from the oral history interview process. (CSS)

McEver, Catherine
A Catalogue of Possibilities: The Community Career Education Resource Center.
Oakland Community Career Education Resource Center, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Contract-300-78-0516
Note-86p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Advisory Committees, *Career Education, Community Education, *Community Involvement, Counseling Services, Housing, Occupational Information, Program Costs, *Program Development, Program Evaluation, *Resource Centers, Simulation, Staff Utilization, *Volunteers
Identifiers-*Community Career Education Resource Centers

This catalog offers options, ideas, and experience from existing community career education resource centers (CCERC) which can contribute to the development of more such centers. The catalog's content, based on a national survey of well known CCERCs, is divided into several areas: (1) overview, which explains the function of a CCERC and includes a discussion of linking agencies; (2) audiences, with sections on the different needs of students, adults, and youth out of school; (3) services, including occupational information, counseling, speaker bureaus, simulation, and evaluation; (4) volunteers; (5) community involvement; (6) operations, with short discussions on staffing, housing, advisory committees, and costs; (7) index; and (8) feedback/forum. The index lists those programs which responded to the need for information about existing activities and centers; references are included. A statement by Kenneth Hoyt, explaining the CCERC concept, is also included. (CT)

ED 170 538 CE 020 655

It's Working. . .Collaboration in Career Education.
Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Mar 79
Contract-300-77-0423; 300-77-0424; 300-77-0425; 300-77-0426
Note-167p.; Photographs in this document will not reproduce well
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Career Education, Career Exploration, Elementary Education, Learning Activities, *School Community Cooperation, School Community Relationship, Secondary Education, Teacher Education

Designed for the collaboration between educators and community persons, this book contains thirty-eight staff training and thirty-four student career education activities. Following a table of contents that contains annotated descriptions of the activities, a two-page description of each activity is provided. Each description includes an activity overview, suggestions for using it, materials needed, evaluation data on its effectiveness, and an estimate of the cost involved. Examples of the training activities include these: educators and community persons jointly explore definitions of career education to determine the elements needed in their own definition of the term; educators and non-educators change places for a day to gain a better understanding of each other's work; and teachers identify ways to use community resources and design action plans for use in the classroom. Student activity examples include the following: using ``yes'' or ``no'' questions, elementary students try to guess the occupation of a ``mystery'' guest worker; through mock job interviews conducted by community persons, sixth grade students consider the importance of basic skills and those things which make a person employable; and with the aid of a resource person, students set up a mini-business to practice their skills and learn about careers. (JH)

ED 170 539 CE 020 659

Jesser, David L.

Existing and Emerging Legislation for Career Education at the State Level.

Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-79
Contract-300-78-0429
Note-122p.; Not available in hard copy due to thin type in the original document
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, *Educational Finance, *Educational Legislation, Educational Planning, *Educational Trends, *State Aid, *Statewide Planning

This report provides a summary of existing career education legislation at the state level. The overview presented in chapter 1 discusses the concept of career education, its rapid rate of acceptance, and several related issues and concerns. Chapter 2 describes the status of state legislation for career education under the following categories: appropriations; resolutions; supportive legislation; implementation legislation; and education reform legislations. Finally, chapter 3 discusses the future of state legislation for career education by describing the options available to states and presenting considerations and guidelines based on trends and perceptions. Excerpts of career education legislation from various states are appended. (BM)

ED 170 540 CE 020 670

Construction Mechanic 3 & 2. Naval Education and Training Command Rate Training Manual and Nonresident Career Course.

Naval Education and Training Command, Washington, D.C.

Pub Date-78

Note-538p.; Photographs and small type may not reproduce clearly

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors-*Armed Forces, *Automechanics, *Auto Mechanics (Occupation), *Equipment Evaluation, Individualized Curriculum, Instructional Materials, Metric System, Military Training, *Nonformal Education

Identifiers-*Construction Mechanics, Navy, United States

Designed for individual study and nonformal classroom instruction, this Navy training manual provides subject matter that relates to the occupational standards of the construction mechanic rating. Each chapter includes line drawings, diagrams, and photos illustrating the subject matter. Subjects covered include the following: preparation for advancement, principles and construction of internal combustion engines, fuel systems, cooling and lubricating systems, automotive electricity, automotive power trains, automotive chassis and bodies, brakes, construction equipment, and maintenance. Appended are sections on the metric system, automotive equipment inspection guide, and construction equipment inspection guide. A nonresident career course outline concludes the manual. (CT)

ED 170 541 CE 020 674

Goodman-Armstrong School District Plan for Career Education.

Goodman-Armstrong School District, Wis.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Dec 78

Grant-G0078C0039

Note-89p.; Some parts of this document may not reproduce well due to faint or broken type

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Career Education, Educational Needs, Educational Objectives, *Educational Planning, Elementary Education, Learning Activities, Models, Needs Assessment, School Districts, Secondary Education, Worksheets

Identifiers-Goodman Armstrong School District WI

The Goodman-Armstrong School District (Wisconsin) local plan for career education is presented. The following elements are included in the plan: career education position statement; definition of career education; history of career education in the Goodman-Armstrong district; lists of the members of the career education working and advisory committees; five career education needs statements; five goal statements (including a scope and sequence model; goal statements and corresponding career development concepts; and goal statements with educational objectives, resources, activities, and evaluation); guidelines for special populations; and the 1979-80 budget for career education. Provided in the appendixes are needs assessment questionnaires for grades 3, 6, 9, and 12, and for teachers. Also included are teacher worksheets for twenty-two career education concepts. (JH)

ED 170 542 CE 020 682

Kaser, Joyce And Others

Steps toward Sex Equity in Vocational Education: An Inservice Training Design.

National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Jan 78

Contract-300-76-0426

Note-209p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01864-1)

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Administrator Role, Counselor Role, *Inservice Education, *Inservice Programs, *Program Design, Sex Discrimination, *Sex Fairness, Sex Stereotypes, Teacher Role, *Teacher Workshops, *Vocational Education

This training guide provides a step-by-step guide for the implementation of a one-day workshop on sex equity for vocational education personnel. It is organized to facilitate the provision of general information regarding sex equity in vocational education to a large number of persons as well as to provide assistance to particular groups of vocational educators administrators, instructors, and counselors in identifying their particular responsibilities for sex equity in practices and programs. The publication is organized in three parts: (1) Introductory Materials materials contained in this first section are designed to assist individuals in using this publication; they provide a general frame of reference for the consideration of the sections which follow and a number of specific suggestions regarding the implementation of the training design; (2) Inservice Training Design this section contains the detailed step-by-step outline of ten sequential training activities; for each activity the outline specifies objectives, materials required for facilitators and participants, suggested training content and procedures, and time schedules; (3) Participant Workbook The participant materials corresponding to the activities outline in the training design are organized into the workbook; the workbook should be reproduced for use by participants during the workshop and for reference after the workshop. (CT)

ED 170 543 CE 020 691

Freestyle Guide.

Science Research Associates, Inc., Chicago, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-76-0096
Note-119p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Assertiveness, Audiovisual Programs, *Career Awareness, Cooperation, Decision Making Skills, Elementary Education, Leadership, *Learning Activities, *Skill Development, Stereotypes
Identifiers-*Freestyle Project

This booklet serves as an introduction to the concept of Freestyle, a career awareness project designed to encourage nine- to twelve-year-olds to freely explore their interests, develop their skills, and choose their career paths. The booklet includes an explanation of the Freestyle project, goals, and components (t.v. programs, project guide, calendar, and magazine). Program units are divided into the following sections: highlights, preview activity, talk topics, and more to come. Program units focus on cooperation, independence, nontraditional skills and interests, helping skills, changing roles, reasonable risks, stereotyping, responsible leadership, and assertiveness. Each of these activity units are then discussed in more detail, with suggested learning activities. The booklet also includes a glossary, list of nontraditional jobs for women and men, activity chart, and reading suggestions. (CT)

ED 170 544 CE 020 696

Cordell, Curtis C. And Others

The Design of a Shiphandling Training System. Final Report, June 1977 through January 1979.

Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.
Report No.-TAEG-R-65
Pub Date-Jan 79
Note-157p.; For a related document see CE 020 697 ; Parts may not reproduce clearly due to light type
Pub Type- Guides - General (050) - Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adult Education, Building Plans, *Curriculum Development, Experiential Learning, *Job Skills, Learning Modules, *Military Training, Officer Personnel, Research Projects, *Simulators, Skill Development, Staff Improvement, Systems Development, *Training Techniques, Visual Perception
Identifiers-*Shiphandling, *Small Craft, Surface Warfare Officers School

To improve shiphandlers' training in three surface warfare officers school courses, a study was designed to develop an integrated, career-structured program. Constructing the integrated system involved three tasks: (1) formulate a career-structured shiphandling training unit to enable preparation of curriculum, lesson guides, and measurement criteria; (2) develop a functional specification for a full-mission bridge simulator to be employed as an integral part of the training system; and (3) develop a concept design for a new small craft training device to prepare a preliminary design. Costs were estimated for the two training devices, and all tasks were accomplished. (Appendixes contain a glossary, shiphandling training unit lesson topic identification, functional specification for full mission shiphandling bridge simulator, and a concept design for the small craft training device.) (CSS)

ED 170 545 CE 020 700

Career Education Implementation Samples (4-6 Kit).

Kentucky State Dept. of Education, Frankfort. Div. of Guidance Services.

Note-65p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Career Awareness, *Career Development, *Career Education, Citizenship Responsibility, Economic Education, Educational Legislation, Educational Objectives, Educational Resources, Elementary Education, Family Life Education, Human Relations, Individual Development, Learning Activities, Program Development, *Program Planning

Identifiers-*Kentucky

Twenty sample career education implementation plans for grades 4-6 are included in this document. Goals, objectives, activities, and potential resources are identified for the following six areas: personal development, career and occupational awareness, economic understanding, citizenship, family life, and human relations. The career education legislation enacted by the commonwealth of Kentucky precedes the plans and defines each of the six areas. (BM)

ED 170 546 CE 020 714

K-12 Guide for Integrating Career Education with Local Curriculum. Bulletin No. 9535.

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Grant-G007700898
Note-113p.; Some parts of this document may not reproduce well due to light print
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Career Development, *Career Education, Career Exploration, Career Planning, *Curriculum Design, Decision Making, Elementary Secondary Education, *Program Design, State Programs, *State School District Relationship, Workshops
Identifiers-*Wisconsin

This K-12 curriculum guide is designed to assist local school districts in facilitating individual career development and achievement. The first of five parts provides a rationale for career education, suggestions on how to get teachers involved, and suggestions concerning appropriate personnel to be included in local career education curriculum workshops. The second part provides several models to help clarify the interaction of the self and the world of work; the self involved in career exploration, planning, and preparation; and how this interaction, together with informed decision-making, results in a meaningful life and emerging career. It includes a listing of twenty-two concepts, together with a scope-and-sequence model suggesting appropriate grade groupings for introducing, developing, and emphasizing each concept. The third part discusses various local approaches for integrating career education with existing curriculum, and the fourth lists over 350 objectives, stated as learner outcomes, related to the twenty-two concepts. The fifth section provides a few examples of how local staffs can add their own ideas for activities, resources, and evaluation to the concepts and learner outcomes in the state guide. (CT)

ED 170 547 CE 020 722

Comprehensive Employment and Training Amendments of 1978. Hearings before the Subcommittee on Employment, Poverty, and Migratory Labor of the Committee on Human Resources. United States Senate. Ninety-Fifth Congress. Second Session on S. 2570. (February 16, 17, 23, 25 and March 1, 2, 6, 10, 1978).

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Pub Date-78

Note-1,576p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Legal/Legislative/Regulatory Materials (090) - Books (010)

EDRS Price - MF13 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Programs, *Employment Programs, Federal Aid, Federal Legislation, *Federal Programs, Government Publications, Manpower Utilization, Poverty Programs, *Program Effectiveness, Program Improvement

Identifiers-*Comprehensive Employment and Training Act

The complete texts of testimony and statements from the February and March, 1978, Hearings before the Senate Subcommittee on Employment, Poverty, and Migratory Labor regarding the Comprehensive Employment and Training Act (CETA) Amendments of 1978 are presented in this document. (Hearing sites included Grand Rapids and Detroit, Michigan, Madison, Wisconsin, and Washington, D.C.) Individuals giving testimony and statements included representatives of prime sponsors of CETA programs, individuals receiving assistance from CETA programs, manpower experts, and representatives of community-based organizations and administrative agencies at both the state and national levels. (JH)

ED 170 548 CE 020 727

How to Buy Food: Lesson Aids for Teachers. Agriculture Handbook No. 443. Revised.

Department of Agriculture, Washington, D.C. Agricultural Marketing Services.

Pub Date-Aug 75

Note-55p.; Information in some of the tables and footnotes may not reproduce well due to small print

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 001-000-03456-1, Catalog Number A1.76:443/2, $1.30)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Education, *Consumer Education, *Foods Instruction, *Home Economics Education, *Instructional Materials, Meat, Secondary Education

This teachers guide presents lesson aids on how to buy food for home economics or consumer education in high school or adult education courses. An introductory section explains how to get the supplementary materials (publications, films, and slides/filmstrips), what the contents and objectives of these materials are, suggestions for lesson preparation, and background materials for the instructor. Topics of the lessons are meat, dairy products, eggs, poultry, fresh fruits and vegetables, canned and frozen fruits and vegetables, and more for your money. Each of these lessons contains a list of objectives, materials to use, suggestions for teaching, glossary, and quizzes. (CT)

ED 170 549 CE 020 733

Ljosa, Erling, Ed.

The System of Distance Education. Papers to the ICCE International Conference (10th, Brighton, Great Britain, May 12-16, 1975).

International Council on Correspondence Education.

Pub Date-16 May 75

Note-248p.; For a related document see CE 020 734

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Access to Education, Adult Education, Communication (Thought Transfer), *Correspondence Study, Curriculum Development, Developed Nations, Developing Nations, *Educational Alternatives, *Educational Development, Educational Finance, Educational Radio, Educational Research, Educational Television, External Degree Programs, Higher Education, Information Dissemination, Media Selection, Models, *Open Education, Opinions, Postsecondary Education, Program Development, Student School Relationship, Teacher Education, *Teaching Methods, Telephone Instruction

Identifiers-*Distance Education

This report contains forty papers presented at the tenth international conference of the International Council on Correspondence Education. The conference theme is described as one analyzing educational and administrative sub-systems and components, with reference to their purposes, significance, characteristics, interrelationship, and cost effectiveness. Also addressed are the implications of these functions for the evaluation of distance education programs with respect to information counseling, student activities, and two-way communication and, on the other hand, marketing and management. Papers in the first of four sections explore the system of distance education. For example, Renee F. Erdos describes ``The System of Distance Education in Terms of Sub-Systems and Characteristic Functions.'' Section 2 focuses on the modes of teaching in distance education. A sample offering from this section is John Cain's ``Mass Media Educational Television and Radio.'' Section 3 reviews distance education and the open learning trend; for example, one selection by Paul Chang Min Phang deals with ``Planning and Administering a University Off-Campus Academic Programme in a Plural Society.'' In the final section student service, student activity, and two-way communication are examined. For instance, in this section David M. Young discusses the ``Characteristics of Informative Publicity Material and the Pre-Enrolment Correspondence.'' (CSS)

ED 170 550 CE 020 734

Granholm, Gunnar W., Ed.

The System of Distance Education - Vol 2: Proceedings Papers to the ICCE International Conference (10th, Brighton, Great Britain, May 12-16, 1975).

International Council on Correspondence Education.

Pub Date-76

Note-121p.; For a related document see CE 020 733

Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Access to Education, Adult Education, Communication (Thought Transfer), Conference Reports, *Correspondence Study, Developed Nations, Developing Nations, Educational Alternatives, *Educational Development, Educational Research, External Degree Programs, Higher Education, Media Selection, *Open Education, Opinions, Postsecondary Education, Program Development, Student Evaluation, Teacher Education, *Teaching Methods

Identifiers-*Distance Education

This book contains four sections of supplementary papers contributed to the tenth international conference of the International Council on Correspondence Education (ICCE); the minutes of the ICCE business section; four chapters dealing with the main conference sub-themes; general conference and ICCE information; and the present ICCE constitution. Fourteen supplementary conference papers are grouped among four areas: (1) the system of distance education; (2) modes of teaching in distance education; (3) distance education and the open learning trend; and (4) student services, student activity, and two-way communication. (CSS)

ED 170 551 CE 020 738

Becker, Brian E. Hills, Stephen M.

Teenage Locus of Control and Adult Unemployment.

Ohio State Univ., Columbus. Center for Human Resource Research.
Spons Agency-Department of Labor, Washington, D.C.
Pub Date-Jan 79
Note-21p.
Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Black Attitudes, *Black Employment, Black Youth, Caucasians, *Employee Attitudes, Employment Problems, *Locus of Control, *Males, Research Projects, *Teenagers, *Unemployment, Youth Employment

This study examines the relationship between locus of control and subsequent unemployment experience for a national probability sample of teenagers. Using multiple regression analysis to control for a variety of individual differences, the influence of ``internal-external'' attitudes held as a teenager on subsequent unemployment experience in the adult labor market is determined. The internal attitude is defined as viewing personal success or failure as dependent on one's own behavior. A sample of 230 males who were sixteen to nineteen in 1967 and were not enrolled in school during either 1968 or 1975 was studied. The results support the notion that ``external'' teenagers can be expected to experience longer periods of unemployment in the future relative to ``internals.'' In addition, though not entirely conclusive, there is evidence that I-E is an important determinant of black-white unemployment differentials, with externality being more ``costly'' to blacks than whites. (Author/CT)

ED 170 552 CE 020 760

Dilts, Harold E.

A Study of Current and Potential Cooperation in Vocational-Technical Education between Area Schools and Public Schools in Iowa.

Iowa Univ., Iowa City. Coll. of Education.

Spons Agency-Iowa State Legislature, Des Moines.

Pub Date-78

Note-35p.; Some pages in this document may not reproduce well due to light print

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Area Vocational Schools, Articulation (Program), Cooperative Planning, Educational Planning, *Interinstitutional Cooperation, Program Administration, Program Development, Program Evaluation, *Public Schools, Secondary Education, *Shared Services, Statewide Planning, *Technical Education, *Vocational Education

Identifiers-*Iowa

A study was conducted reviewing the current status of cooperation between area schools and secondary schools in providing vocational-technical education and developing proposals which may generate additional cooperation in vocational-technical education. Four sources provided basic information for this study: (1) data from the Iowa Department of Public Instruction, (2) a questionnaire mailed to local school districts that operate jointly administered programs, (3) interviews with planners of jointly approved programs, and (4) recent studies and reports pertinent to vocational education in Iowa. It was found that the growth of jointly administered programs has been substantial during the past five years a period of expansion characterized by programs being terminated as well as initiated. Programs exist in all major vocational education categories with the greatest number in the areas of trade and industrial, agriculture, and health occupations. In general, participants in the study were satisfied with the jointly administered programs, though problems with costs, coordinated schedules, transportation, and facilities do exist. It was recommended that a regional effort be made to collectively plan a systematic approach. (CT)

ED 170 553 CE 020 762

Industrial Education. Secondary School Curriculum Guide.
British Columbia Dept. of Education, Victoria.
Pub Date-77
Note-161p.; Guide prepared by the Curriculum Development Branch of the Schools Department
Available from-Publication Services Branch, Ministry of Education, Parliament Buildings, Victoria, British Columbia V8V 2Z6
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advanced Programs, Construction (Process), *Curriculum Design, Drafting, Electricity, Electronics, *Industrial Education, *Industrial Technology, Mechanics (Process), Metals, *Program Design, Secondary Education, *Trade and Industrial Education, Woodworking
Identifiers-*Canada

The new style curriculum guidelines for industrial education courses in Canada are published in this book and are designed to be used in conjunction with supporting materials distributed by the Provincial Industrial Education Resource Centre. The introduction includes a description of the guide and explains this new approach to secondary industrial education. The program's organization and goals are discussed, as well as the expectations of students and teachers. The advanced studies programs for particular occupations are surveyed also. Subject areas in the guide are drafting, woodwork/construction, metal, mechanics, electricity/electronics, and technology. Each section contains introductory statements, a general outline, intended learning outcomes, and a sample model (one approach to meeting the intended learning outcomes for a particular subject area). (CT)

ED 170 554 CE 020 766

Becker, Henry Jay

Personal Networks of Opportunity in Obtaining Jobs: Racial Differences and Effects of Segregation.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 79

Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Black Employment, Black Stereotypes, *Black Youth, *Employment Opportunities, *Employment Practices, Employment Trends, Occupational Information, Personnel Evaluation, *Racial Discrimination, *Racial Segregation, Recruitment

Young blacks today are not obtaining jobs. One reason for this situation is the lack of opportunity available to them to learn about specific job vacancies and to be selected by a hiring employer. Recent data suggest that black youth are as likely to attempt to find work as are white youth. The discrepancy between the employment prospects of black and white youth can be found in (1) the sources of job information open to them, (2) recruitment channels used by employers, and (3) the means by which employers evaluate the worthiness of candidates. Jobs are often found and vacancies filled by the informal network of employers, their employees and business associates, and the friends and relations of those intermediaries. To the extent that racial segregation in housing, schooling, and employment continue to prevent young blacks from having access to the information channels used to fill job vacancies and to the extent that employers continue to demand greater degrees of sponsorship for unknown black youth than for whites, the gap between the employment prospects of white and black youth will remain. (CT)

ED 170 555 CE 020 767

Gottfredson, Linda S.

The Construct Validity of Holland's Occupational Classification in Terms of Prestige, Census, Department of Labor and Other Classification Systems. Report No. 250.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 78

Contract-400-77-0019

Note-79p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Classification, Comparative Analysis, Educational Needs, Occupational Information, *Occupations, *Reinforcement, Rewards, *Self Determination, Statistical Studies, Status, *Validity, Work Environment

Identifiers-Dictionary of Occupational Titles, *Hollands Occupational Typology, Minnesota Work Adjustment Project, *Occupational Level

All 437 census occupational titles were assigned scores from the following five systems for describing occupations: (1) Holland's (1973) occupational typology; (2) an occupational prestige scale; (3) an occupational self-direction scale; (4) the Dictionary of Occupational Titles''; and (5) the Census Bureau classification. Occupational reinforcer pattern scores (measures of reinforcer characteristics of work environments) from the Minnesota Work Adjustment Project were also available for 120 of the titles. Comparisons of the classifications indicate that Holland's occupational typology has considerable validity for describing work activities, general training requirements, and rewards, particularly when it is supplemented by a measure of occupational level. Results also indicate that Holland's theory and future tests of it should take more account of level differences among occupations and specify more clearly the particular domains of job characteristics to which they do and do not apply. (Data tables are appended.) (Author/BM)

ED 170 556 CE 020 768

Herman, Alexis M.

Federal Funding of R & D Programs for Women's Educational Equity: Possible Sources in the Department of Labor and Other Agencies Outside HEW.

Department of Labor, Washington, D.C.

Pub Date-11 Apr 79

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 11, 1979)

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Finance, *Educational Opportunities, *Equal Education, *Federal Aid, Federal Government, Federal Legislation, *Federal Programs, *Females, Financial Support, Labor Legislation, Research Needs, Resource Guides, Resources, *Sex Discrimination, Sex Fairness, Sex Stereotypes

Identifiers-*Comprehensive Employment and Training Act, *Department of Labor, United States, Womens Bureau

There is a great need to examine factors limiting educational opportunities of women, especially minority and low income women. Thus, it is important to identify funding sources for research and development programs which enhance women's educational equity. Possible funding sources include the Department of Labor and other federal programs. In the labor department the greatest possibilities appear in the 1978 revised Comprehensive Employment and Training Act (CETA), which contains research, training, and evaluation provisions. Other potential funding sources are labor programs such as the Office of Youth Programs and the Work Incentive Program and labor agencies such as the Office of Policy, Evaluation, and Research and the Employment Standards Administration. For example, the Women's Bureau received a grant for a female Youth Program that includes efforts to achieve educational equity. In a funding search it is also important to examine resources such as project summaries and application guidelines published annually by the Employment and Training Administration's Research and Development Office and the ``Catalog of Federal Domestic Assistance'' published by the Office of Management and Budget. Finally, it is useful to look outside large cabinet departments and into agencies such as the National Endowment for the Arts and to look at legislation containing anti-sex discrimination provisions. (CSS)

ED 170 557 CE 020 770

Robertson, David W. Pass, John J.

Relation of Officer First Assignment and Education Major to Retention. Final Report, January 1976 through February 1977.

Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NPRDC-TR-79-12
Pub Date-Mar 79
Note-77p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Armed Forces, *Career Change, Career Development, *Education Majors, *Job Placement, *Job Satisfaction, *Military Personnel, Military Service, Military Training, Research Projects
Identifiers-Navy, Reserve Officers Training Corps, United States

The relationship of initial duty assignment and precommission major in college to the decision of junior Navy officers to stay in or leave the Navy was investigated. Surface warfare officers were examined with regard to their involvement in one of the following sources: Naval Academy, NROTC Scholarship Program, Officer Candidate School, NROTC College Program, and the Reserve Officer Candidate Program. Generally, both the officer's first duty assignment and education major were associated with retention, across as well as within separate commission sources. Retention was found to be lowest in staff and supporting shore activities and highest in the type of ships (i.e., small combatant ships) in which officers probably experienced the most arduous conditions of deployment, but also probably have the best opportunity to achieve essential shipboard qualifications. The education majors with the highest retention were fine arts, education, and social and behavioral sciences. Those with the lowest retention were architecture (other than naval), agriculture, forestry, humanities, and business administration. It was recommended that retention efforts should concentrate on the education majors with the higher retention rates, and that the development of a behavior model would be feasible and useful, subject to measuring defined pre- and postcommissioning factors, tracking the officers to all warfare and staff specialties, and comparing the retention behaviors of accessions from both wartime and peacetime periods. (Author/CT)

ED 170 558 CE 021 326

Burger, Paul S.

Tracing Professional Proficiencies Back to Curricula in Professional Education: A Content Validation Based on the Convergent Validity of Multiple Job Analysis Measures.

Tennessee Univ., Memphis.
Pub Date-79
Note-13p.; Paper presented at the American Educational Research Association Annual Meeting (San Francisco, California, April, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Chemistry Instruction, Comparative Analysis, Critical Incidents Method, Curriculum, *Degree Requirements, *Educational Background, Employment Practices, *Employment Qualifications, Engineering Education, Job Analysis, *Job Skills, Nonprofessional Personnel, Occupational Information, Professional Education, *Professional Personnel, Test Validity
Identifiers-Position Analysis Questionnaire

A study was commissioned by a large petrochemical concern in order to validate professional degrees as a job entry requirement. The investigations considered two issues: (1) Are activities performed by professionals (chemists and engineers) measurably different from the activities of subordinate technical personnel?'' and What aspects of professional education lead to professional competence?'' Divided into two parts, the study initially employed the position analysis questionnaire (a standardized worker-oriented job element analysis instrument) in contrasted group comparisons of 420 professionals and 215 non-professionals. In the second study, restricted to 420 professionals, the critical incidents technique for analyzing job duties was utilized. In a cross validation technique, performance incidents elicited from individual chemists were independently reanalyzed by other chemists. Results of the various analytic techniques indicated that the curricula of professional education programs in chemistry and engineering can be related in a measurable way to professional competencies. (Author/CSS)

ED 170 559 CE 021 329

Lutz, Juanita Fuller

A Survey of Certification Requirements for Secondary and Post-Secondary Teachers of Health Occupations in the United States.

Tennessee Univ., Knoxville.

Pub Date-Aug 77

Note-128p.

Pub Type- Dissertations/Theses (040) - Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Comparative Analysis, Educational Research, *Health Occupations Education, *National Surveys, Postsecondary Education, Secondary Education, *State Standards, *Teacher Certification

Identifiers-Tennessee, United States

A study was conducted to obtain information on certification requirements for health occupations teachers at the secondary and postsecondary levels nationwide and to determine if Tennessee requirements are comparable to those of other states. Data were secured by questionnaires mailed to each state official responsible for supervision of health occupations education and teacher educators of health occupations education in the United States and the District of Columbia. Findings include the following: (1) health occupations teachers were included in certification regulations for trade and industrial teacher in all but five states; (2) virtually all states required beginning health occupations teachers to be licensed or certified to practice their profession; and (3) initial certification requirements for beginning health occupations teachers include twelve semester hours of professional education to be earned within the first three years as the national average. Based on the findings, recommendations were made to reverse Tennessee certification requirements for health occupations teachers to make them compatible with national trends. (Author/JH)

ED 170 560 CE 021 352

Darcy, Robert L. And Others

Vocational Education Outcomes. (Final Report on Year One of the R & D Project "Examining Vocational Education Outcomes and Their Correlates").

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Contract-300-78-0032
Note-375p.; Some part of this document may not reproduce well due to light or broken print
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Classification, *Evaluation Criteria, *Program Development, *Program Evaluation, Research, Research Methodology, Thesauri, *Vocational Education

A study was conducted to determine what particular outcomes are appropriate for use as criteria to evaluate vocational education programs. Procedures included (1) compiling a list of candidate outcomes, (2) conducting a literature and practice review, (3) formulating a strategy for having outcomes reviewed, (4) developing alternative outcome classification frameworks, (5) identifying the characteristics of appropriate and feasible outcome measures, and (6) screening and selecting a limited number of outcomes for further study. Developed in the course of the study were an evaluative annotated bibliography of vocational education outcome studies, a thesaurus of vocational education outcome questions, and an essay on conceptual and practical issues in outcomes evaluation (all of which are included as attachments to this report). It was recommended that researchers continue their intensive efforts to (1) specify a limited number of important outcomes that are both appropriate and feasible to utilize in evaluating vocational programs and (2) operationalize these outcomes criteria by designing and field testing procedures that can be replicated by other evaluators. The report concludes with applications

of the R & D results and recommendations for continuing study. (CT)

ED 170 561 CE 021 363

Warner, Thomas R.
Effectiveness of Externships for Counselors in the World of Work. Final Report.
Saint Bernard Parish Schools, Chalmette, La.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Pub Date-Mar 79
Grant-G007701484
Note-135p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Business, *Counseling Effectiveness, Counselor Attitudes, Counselor Performance, *Counselor Training, *Field Experience Programs, Guidance Programs, *Industry, Program Evaluation, Program Improvement, School Community Cooperation, Secondary Education, *Vocational Counseling

A project was conducted to strengthen the existing occupational guidance program in the St. Bernard Parish middle and high schools in Chalmette, Louisiana. Eight externship counselors were placed into a rotating externship with key businesses, industries, and trades within the surrounding communities so that a closer partnership could be established between the schools and the world of work. The performance of these counselors was studied in comparison to the performance of a group of counselors who did not participate in the program. Expected outcomes of the project included more opportunities for career exploration at the middle schools and enhanced job placement services at the high school level. Major evaluation findings indicated that (1) excellent externship sites were located and used, (2) participating counselors and extern site personnel responded very positively toward project activities, (3) participating counselors made significantly greater gains on a survey instrument measuring the extent services were provided students than did the comparison group, and (4) students counseled by participating counselors did not make any greater gain on a needs assessment questionnaire than did students counseled by non-participating counselors. The project was considered effective in developing a partnership between the schools' guidance programs and the world of work and in changing perceptions of participating counselors but not as effective as desired in changing the perceptions of the students counseled. It was recommended that the experimental design measuring the effects on participating students be improved. (Author/BM)

ED 170 582 CE 021 367

Martin, Michael P. And Others

Correctional Vocational Education Research Project. USOE (Vocational Education) Grant. Final Evaluation Report. July 1, 1976 - June 30, 1977.

Chemeketa Community Coll., Salem, Oreg.; Oregon State Correctional Inst., Salem.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Jul 77

Grant-G007604049

Note-57p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Career Awareness, Career Exploration, Case Studies (Education), *Community Colleges, *Correctional Education, *Corrective Institutions, Program Evaluation, *Rehabilitation Counseling, Self Concept, *Vocational Rehabilitation

Identifiers-*Chemeketa Community College OR, Oregon, *Oregon State Correctional Institution

A research/demonstration project was designed to evaluate existing vocational education programs offered at the Oregon State Correctional Institution (OSCI) and to provide residents with services such as ability assessment, employment or orientation, job sampling, career awareness counseling, and instruction. The project's anticipated outcome was a vocational education program which clearly demonstrates the capability of community-based training facilities (in this case, Chemeketa Community College) to provide on-line training in a correctional setting. Differing effects of degree-oriented/non-degree oriented instruction on residents' attitudes or career choices were measured. Six data collection procedures were used: (1) interviews with OSCI and Chemeketa staff, case study resident students, and project staff; (2) observations (classroom and counselor/student discussions); (3) case studies; (4) instructors' self-ratings; (5) resident students' self-ratings; and (6) analysis of samples of resident students' projects or other outputs in four vocational education programs. The project's anticipated outcome was realized. It was decided that the project model appears transportable to other institutions and agencies at low cost. (Appendixes include interview guides for staff and students, assessment forms, student daily record, samples of course integration, career maturity profile, and an individual aptitude profile.) (CT)

ED 170 563 CE 021 371

Emerging Occupations in Agriculture: Impact upon Curricula and People, Part I. Yolo County, 1979. Final Report.

California Univ., Davis. Dept. of Applied Behavioral Sciences.

Spons Agency-California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento.; Office of Education (DHEW), Washington, D.C.

Pub Date-May 79

Note-100p.; For a related document see CE 021 372

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051) - Reference Materials (130)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Agribusiness, *Agricultural Laborers, *Agricultural Occupations, *Farmers, *Females, Instructional Materials, *Job Skills, Manpower Needs, *Mexican Americans, Minority Groups, *Occupational Information, Reference Materials, Sex Discrimination

Identifiers-*California (Yolo County)

A study was conducted to identify competencies needed by workers in new and emerging occupations in agriculture; to identify occupations in agriculture that are on the decline and occupations that may no longer be needed; to work toward the elimination of sex bias in preparation for entry into occupations in agriculture; and to assess the attitudes and opinions of employees on the future of women and minorities in agriculture. Questionnaires were used to interview representative samples of employers in agricultural enterprises in Yolo County, California: fifty interviews of owner-operators of commercial farms and fifty employers and employees in agriculturally related businesses (such as chemicals, farm equipment, and food processing). Two end products resulted: a report on employment in agriculture in Yolo County, and a description of forty-one jobs in agriculture (contained in CE 021 372). Among the findings are the following: (1) speaking and writing skills, knowledge of production agriculture, and business management were all highly rated competencies; (2) the decline in the need for laborers continues but is expected to level off; and (3) over half of the employers indicated that those of Mexican ancestry could be trained/educated to handle any job in agriculture, whereas less than a quarter felt that women could. (CT)

ED 170 564 CE 021 372

Emerging Occupations in Agriculture: Impact upon Curriculum and People, Part II. Functions and Activities of Agricultural Personnel in Yolo County. 1979.

California Univ., Davis. Dept. of Applied Behavioral Sciences.

Spons Agency-California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento.; Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-156p.; For a related document see CE 021 371

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051) - Reference Materials (130)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Agribusiness, *Agricultural Occupations, Agricultural Production, Equipment Maintenance, Farm Labor, *Fringe Benefits, Instructional Materials, *Job Skills, Landscaping, Managerial Occupations, *Occupational Information, Professional Occupations, Reference Materials, Sales Occupations, Technical Occupations

This report contains guidelines to vocational/occupational instructors who are developing or evaluating curricula to train workers for entry into a particular job and guidelines for students to determine the competencies they must have to enter a particular job or group of jobs. It includes descriptions (job sheets) of forty-one jobs, with job functions and activities listed in the order of perceived priority. Job titles are grouped into eight major occupational categories: (1) labor, production agriculture; (2) equipment operation and repair; (3) landscape and nursery; (4) sales; (5) technical and quality control; (6) business and office; (7) managerial/supervisorial; and (8) professional. Each title is prefaced with a short introduction, has a brief description of the fringe benefits received by employees, and is keyed to the "Dictionary of Occupational Titles" coding system. Appendix A contains additional agricultural job titles not included in this study, and Appendix B contains brief descriptions of functions and activities of various agricultural occupations (e.g., sales, purchasing, public relations, education-extension work, and clerical-office). (CT)

ED 170 565 CE 021 378

Bernhardt, Victie L. Owens, Thomas R.

Experience-Based Career Education: Evaluation Synthesis of Second Year Pilot Sites.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 79

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 11, 1979)

Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Education, Community Support, Comparative Analysis, *Experiential Learning, Parent Attitudes, Pilot Projects, Program Evaluation, Regional Laboratories, School Community Relationship, Secondary Education, Student Attitudes, Teacher Attitudes

During the 1976-77 school year, fourteen experience-based career education (EBCE) pilot sites were the focus of a second-year of operation evaluation. Each pilot site represented one of four regional education laboratories (Appalachia Evaluation Laboratory, Far West Laboratory for Educational Research and Development, Northwest Regional Educational Laboratory, and Research for Better Schools) and utilized one of four EBCE models developed by the laboratories. Evaluation staffs from the four laboratories sought to determine community support of the program, staff and student perceptions of EBCE learning strategies, and the students' growth in career-related and interpersonal abilities. Outcomes from the evaluations included the following: (1) EBCE strategies have been proven applicable to communities ranging from rural, small-town, suburban to urban and with different student populations; (2) significant growth in career attitudes and career knowledge was detected at most sites by a variety of career development measures; (3) students, parents, and resource persons were very supportive of EBCE; and (4) community resource persons were not only willing to continue the programs but were also willing to recommend EBCE to other potential community organizations. (JH)

ED 170 566 CE 021 383

Eisele, Charles R. And Others
Cost Analysis of Air Force On-the-Job Training: Development and Demonstration of a Methodology.
CONSAD Research Corp., Pittsburgh, Pa.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-78-88
Pub Date-May 79
Contract-F33615-76-C-0063
Note-233p.; Some of the tables in this document will not reproduce well due to small print
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Career Development, *Cost Effectiveness, *Estimated Costs, *Factor Analysis, *Methods Research, Military Personnel, *Military Training, *On the Job Training, Personnel Data, Program Administration, Reports, *Research Projects, Resource Allocations, Supervision, Time Factors (Learning), Training Allowances
Identifiers-*Air Force, United States

A research project was developed to construct and demonstrate a methodology for estimating the costs of conducting on-the-job training (OJT) in the Air Force. The project focused on the formal upgrade training to the three, five, and seven skill levels. Project efforts involved five major tasks: literature review, cost factor identification, cost factor quantification, specification of costing methodology, and demonstration costings. A series of cost estimating relationships were produced that will employ existing Air Force data systems to generate the desired OJT program costs at various command levels and over a range of user specified time intervals. The methodology, based on factor estimation, provides reasonable cost estimates for budgeting and planning purposes, without burdening the user with costly and time-consuming data collection requirements. (CSS)

Wilhelms, Fred T.; Ed.
Consumer Education Project: Final Report.
Education Commission of the States, Denver, Colo.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.
Pub Date-Feb 79
Grant-G007703050
Note-43p.
Available from-Elementary/Secondary Department, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitudes, *Consumer Education, *Educational Policy, *Federal State Relationship, *Government Role, Legislation, Performance, Private Agencies, *Program Design, Program Evaluation, *State Programs, Teacher Education
Identifiers-California, Education Commission of the States CO, Georgia, Hawaii, Illinois, New Jersey, Ohio

The results of a one-year project to determine the status of provisions for consumer education throughout the country are reported in this document. A section on the observations and recommendations of the advisory committee of the consumer's education project serves as the document's introduction. Part I, background and overview, analyzes the growing national concern over consumer education, the federal role, and the commitment of the Education Commission of the States to this subject. Part II deals with the consumer education survey: highlights, questionnaires, and summaries of state and private sector findings. Consumer education programs in six selected states are examined in Part III: California, Georgia, Hawaii, New Jersey, Illinois, and Ohio. The discussions of five subject-matter conferences are summarized in Part IV: curriculum, teacher training, performance levels in consumer education, legislation and policy, and the private sector. Part V presents a short series of analytical statements, called issue papers, concerning successful organization, special courses in consumer education, and attitudes toward business in consumer courses. (CT)

ED 170 568 CE 021 386

Fenton, Joseph, Ed. Sigman, David L., Ed.

Research Directory of the Rehabilitation Research and Training Centers. Fiscal Years 1976 and 1977.

Arkansas State Rehabilitation Research and Training Center, Fayetteville.

Spons Agency-Office of Human Development (DHEW), Washington, D.C.

Pub Date-Nov 77

Note-584p.; For a related document see CE 021 387

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF03/PC24 Plus Postage.

Descriptors-Daily Living Skills, *Deaf Research, *Educational Research, *Medical Research, *Mental Retardation, *Rehabilitation, Rehabilitation Centers, Research Projects, Research Utilization, *Vocational Education, Vocational Training Centers

This seventh edition of the Rehabilitation Research and Training (RT) Centers reports the FY 1976/77 research activities of nineteen RT Centers (twelve medical, three vocational, three mental retardation, and one deafness). These research activities focus primarily on the production of new knowledge which will improve rehabilitation methodology and service systems, alleviate or stabilize handicapping conditions, and promote maximal social and economic independence. The 417 abstracts included in this directory are organized under the conducting RT Centers which are located at the following institutions: New York University, University of Minnesota, University of Washington, Baylor University, Emory University, Tufts University, Temple University, The George Washington University, University of Colorado, University of Wisconsin, University of Arkansas, University of West Virginia, University of Oregon, University of Southern California, University of Alabama, Northwestern University, Texas Tech University, University of Wisconsin-Stout. Preceding the abstracts under each RT Center are listings of that center's core areas of research, completed projects, continued projects, discontinued projects, new projects, and proposed projects. Each abstract includes project objectives, methodology, findings, and applicability. The name of the principal investigator, status of the research activity, and relevant fiscal data are included in bolder type. Both a subject index and principal investigators' index are provided. (BM)

ED 170 589 CE 021 387

Fenton, Joseph, Ed. Little, Neal D., Ed.
Research Directory of the Rehabilitation Research and Training Centers.
Arkansas State Rehabilitation Research and Training Center, Fayetteville.
Spons Agency-Office of Human Development (DHEW), Washington, D.C.
Pub Date-Dec 78
Note-435p.; For a related document see CE 021 386
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-Daily Living Skills, *Deaf Research, *Educational Research, *Medical Research, *Mental Retardation, *Rehabilitation, Rehabilitation Centers, Research Projects, Research Utilization, *Vocational Education, Vocational Training Centers

This eighth edition of the Rehabilitation Research and Training (RT) Centers reports the FY 1978 research activities of nineteen RT Centers (eleven medical, three vocational, three mental retardation, and two deafness). These research activities focus primarily on the areas of severely handicapped and independent living rehabilitation. The 259 abstracts included in this directory are organized under the conducting RT Centers which are located at the following institutions: New York University, University of Minnesota, University of Washington, Baylor College of Medicine, Emory University, Tufts University, Temple University, The George Washington University, University of Colorado, University of Wisconsin, University of Arkansas, University of West Virginia, University of Oregon, University of Alabama in Birmingham, Northwestern University, Texas Tech University of Wisconsin-Stout, and University of California at San Francisco. Preceding the abstracts under each RT center are listings of that center's core areas of research, completed projects, continued projects, discontinued projects, new projects, and proposed projects. Each abstract includes project objectives, methodology, findings, and applicability. The name of the principal investigator, status of the research activity, and relevent fiscal data are included in border type. Both a subject index and principal investigator's index are provided. (BM)

ED 170 570 CE 021 389

Everts, Joanne Eads, Sally

Home Economics Competency-Based Teacher Education Instructional Materials. Final Report.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-Jun 79

Note-209p.; Some pages in this document may not reproduce well due to light print

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Child Development, Clothing Instruction, Consumer Education, *Curriculum Development, *Curriculum Research, Family Life Education, Foods Instruction, *Home Economics Education, *Home Economics Teachers, Home Furnishings, Home Management, Housing, *Instructional Materials, Nutrition Instruction, Performance Based Teacher Education, *Teacher Education Curriculum, Textiles Instruction

Identifiers-*Texas

A study was conducted to research and develop a statewide project for the improvement of home economics teacher education programs in Texas. The steering committee, composed of representatives from the Texas Education Agency, colleges and universities, and public school districts, directed a select group of forty-five state, area, and local home economics educators for a three-day workshop to begin development of competencies. Consultants assisted the groups to research, identify, and clarify desired and/or essential competencies of beginning teachers of home economics in the following areas: child development, clothing and textiles, consumer education, family life education, food and nutrition education, home management, housing, home furnishings and equipment, and teacher education. The competencies were distributed to teacher educators, subject-matter area persons, administrators, and teachers throughout Texas for review and validation. Revisions were made, a format was designed, and the resulting materials were field-tested. Data was collected and tabulated, and curriculum development teams revised the materials into instructional guides. (Samples of the competency-based home economics instructional guides, a list of basic competencies for beginning home economics teachers, field-test instruments, and a pamphlet which explains how to order the materials are appended.) (CT)

ED 170 571 CE 021 393

Dental Training Films.

Veterans Administration Medical Center, Washington, D.C.
Spons Agency-Veterans Administration, Washington, D.C.
Pub Date-Mar 79
Note-160p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Anatomy, Dental Assistants, Dental Evaluation, Dental Health, Dental Hygienists, *Dentistry, *Professional Training

This dental training films catalog is organized into two sections. Section I is a category listing of the films by number and title, indexed according to generalized headings; categories are as follows: anatomy, articulator systems, complete dentures, dental assisting, dental laboratory technology, dental materials, dental office emergencies, diagnosis/oral pathology, endodontics, esthetics, fixed partial dentures, hosptial dentistry, maxillo-facial prosthodontics, occlusion, operative dentistry, oral radiology, oral surgery, patient education, periodontics, preventive dentistry, removable partial dentures, and miscellaneous. Those films which are suitable for inclusion within more than one category are indexed under multiple headings as appropriate. Section II is a numerical listing of all the currently available films. Each entry includes the film number, title, brief synopsis, running time, name of the cooperating author and the catalog number of the Veteran's Administration issued video cassette which includes that program. (JH)

ED 170 572 CE 021 394

Texas Vocational Education Mini-Plan 1979.

Texas Education Agency, Austin.
Pub Date-79
Note-13p.; Not available in hard copy due to marginal legibility of original
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Educational Finance, Employment Projections, Enrollment, Enrollment Projections, Labor Demands, Postsecondary Education, Secondary Education, *Statewide Planning, *Vocational Education
Identifiers-Texas

Highlights of the 1979 update to the five-year and annual program plan for the administration of vocational education in Texas are provided. Primarily in chart or graph form, the following information is presented: growth in vocational education enrollments (1973-82); projected enrollments for 1979 and 1980 (by program for secondary postsecondary, and adult education); funding of vocational education in Texas (dollar amount for 1973-77, 1979,1982; description of programs funded by the Texas Education Agency; 1979 Texas labor supply and demand (by program area); projected enrollment outcomes in secondary, postsecondary, and adult education and vocational guidance to achieve statewide goals and objectives; new programs started; a brief description of vocational education programs (agricultural education, career exploration, distributive education, health occupations, homemaking education, industrial education, office education, and technical education); and state and area occupational education staff directories. (JH)

ED 170 573 CE 021 395

Spencer, Barbara G.

Marine Science Careers for the Junior High School Student.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Report No.-CE-370
Pub Date-Feb 79
Note-137p.; Photographs in this document will not reproduce well; For a related document see CE 021 396
Available from-New Jersey Vocational-Technical Curriculum Laboratory, Building 4103 Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (student manual and workbook, $4.75, plus postage)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Career Awareness, *Curriculum, Educational Objectives, Individualized Instruction, Junior High Schools, Learning Activities, *Marine Biology, *Occupational Information, *Oceanology, Resources
Identifiers-New Jersey

Designed for junior high school students, this curriculum on marine science careers contains instructional materials on oceanography and related careers suitable for individualized study. The curriculum is organized into a study-direction book (included in this document) and a separate answer-response book (see CE 010 396). The text is divided into the following eleven chapters: (1) Global Landmarks; (2) The Navigator; (3) Charting the ``Hidden Lands''; (4) Charting the Water's Flow; (5) Marine Careers; (6) What is the Ocean's Greatest Natural Resource?; (7) What Life is there in the Ocean? (8) A Field Trip to Sandy Hook, New Jersey; (9) Investigation of Field-Trip Specimens; (10) There Are Decisions to Be Made; and (11) Art from the Sea and Beach. Short quizzes are at the end of each chapter for the student's self-evaluation. Each chapter also includes objectives, equipment needed, references, resource materials, content information, learning activities, and questions to ponder. The following information is appended: colleges and universities offering training in oceanography; addresses of professional and trade organizations concerned with marine science; and addresses of related government offices. (BM)

Spencer, Barbara G.
Marine Science Careers for the Junior High School Student. Student Workbook.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Report No.-CE-370A
Pub Date-Feb 79
Note-45p.; Photographs in this document will not reproduce well; For a related document see CE 021 395
Available from-New Jersey Vocational-Technical Curriculum Laboratory, Building 4103 - Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (student manual and workbook, $4.75, plus postage)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Answer Keys, *Career Awareness, Charts, *Curriculum, *Individualized Instruction, Instructional Materials, Junior High Schools, *Learning Activities, *Marine Biology, Occupational Information, *Oceanology
Identifiers-New Jersey

Designed for junior high school students, this curriculum on marine science careers contains instructional materials on oceanography and related careers suitable for individualized study. The curriculum is organized into a study-direction book (see CE 020 395) and a separate answer-response book (included in this document). The answer-response book contains the answers to the learning activities and self-evaluation quizzes found in each of the eleven chapters of the study-direction book. In addition, the answer book contains optional exercises for the student. A progress chart is found at the end of the document for both the student's and teacher's benefit. (BM)

ED 170 575 CE 021 399

Petry, John R. And Others

Tennessee Vocational Education Articulation Project: Final Report.

Memphis State Univ., Tenn. Bureau of Educational Research and Services.

Spons Agency-Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.

Pub Date-Aug 78

Note-274p.; Tables included at the end of this document may not reproduce well due to broken type

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Apprenticeships, *Articulation (Program), Community Colleges, Corrective Institutions, Educational Objectives, Educational Research, Guidance Counseling, Occupational Guidance, Postsecondary Education, Private Schools, *Program Administration, *Program Coordination, *Program Improvement, Program Planning, Reports, Research Projects, Secondary Education, Technical Institutes, *Vocational Education

Identifiers-Comprehensive Employment and Training Act, *Tennessee

As a result of the concern for knowledge about the problems students face in achieving their educational goals, a study was conducted to answer two questions: ``To what degree is articulation working in Tennessee?'' and ``What do our constituents say should be done to establish the process for effecting articulation?'' Opinions regarding vocational education articulation were solicited in various surveys: general (secondary and postsecondary school personnel), institutional (secondary school principals and postsecondary administrators), student (postsecondary and Comprehensive Employment and Training Act (CETA) student employees), and vocational program (CETA personnel). The data gathered led to several conclusions: (1) students in postsecondary vocational education programs felt they had received effective guidance, while these same students felt they had not received effective guidance while in high school; (2) there is a lack of formal articulation between institutions; (3) standardized course and program objectives have not been widely used; (4) students were awarded credit for competency, previous course work, work experience, and military experience on a very limited basis; (5) there should be more involvement of employers in curriculum planning and development; and (6) the state department of education should assume a larger responsibility in effecting articulation. (Survey instruments, correspondance, data presentation, and a bibliography are appended.) (LRA)

ED 170 576 CE 021 400

Crawford, George Miskel, Cecil

Experience Based Career Education at Wichita East High School: A Third-Party Evaluation for Year Two, 1977-78.

Spons Agency-Wichita Public Schools, Kans.

Pub Date-30 Jun 78

Note-42p.; For a related document see ED 150 285 ; Research conducted by the Office of Career Education

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Career Awareness, *Career Education, Educational Objectives, Evaluation Methods, *Experiential Learning, *Program Attitudes, *Program Effectiveness, *Program Evaluation, *Program Improvement, Secondary Education, Self Esteem, Sex Discrimination

Identifiers-*Experience Based Career Education

A third-party evaluation was conducted to assess the second year's operation of the Experience Based Career Education (EBCE) program at Wichita (Kansas) High School East. The program proposal contained fourteen process objectives and twelve outcome objectives. The status of the process objective achievement was determined by interviewing program personnel and examining project records. Outcome objectives were assessed by administering several instruments. A pretest-posttest design was used to evaluate the attainment of the outcome objectives associated with academic achievement, self-esteem, career orientation, and sex bias. A self-administering check list/open-ended response form was used to collect summative impressions of the program from students, parents, and site resource people. Three site visits were also made. A change in program structure also was evaluated. Students were allowed to enroll in the EBCE program for the entire school year, the first semester, or the second semester. The objective measures of the achievement of EBCE program objectives revealed only minor differences between EBCE and control groups, which are suggestive of marginal achievement of objectives. The third-party assessment labeled the program a success and cited improvement made in formerly problematic areas identified by the first year's evaluation (available as ED 150 285). (The major portion of this document contains appended materials.) (BM)

ED 170 577 CE 021 401

Randolph, Harland

Black Leaders' Attitudes toward the Desirability of Black Students' Entering and Completing Vocational Education Programs. A National Study.

Nellum (A.L.) and Associates, Washington, D.C.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jul 78
Note-145p.; Some parts of this document may not reproduce well due to small or broken type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Administrator Attitudes, Black Leadership, *Black Students, Educational Administration, *Educational Needs, Educational Research, Employment Opportunities, Enrollment Influences, Federal Government, Financial Support, Graduation Requirements, *Job Training, National Surveys, Needs Assessment, *Policy Formation, Postsecondary Education, Program Development, Program Improvement, Relevance (Education), Secondary Education, *Vocational Education
Identifiers-Office of Education

In a national study to help assure that programs meet the legislative mandate and are socially responsive to black students' needs, federal vocational education administrators surveyed black leaders. Respondants included 1,252 persons. The first of three major survey questions ``Is it desirable for black students to enter and complete vocational education programs?'' was answered ``yes.'' This answer assumes that the program provides marketable skills and other benefits that outweigh negative aspects and preclude a tracking system. In answering question 2 ``What kind of vocational education programs will help more blacks successfully enroll in and complete the programs?'' six recommendations were formulated: relate training to available or emerging jobs; provide sound academic studies; arrange for on-the-job work experiences; increase the amount of stipends and number of scholarships; set high graduation requirements; provide placement services, and conduct follow-up studies. Question 3 ``How can vocational education programs better meet the training-employment needs of black students?'' was responded to with policy recommendations for training black youth to be employable. Based on study findings and Policy Panel and Strategic Advisors' opinions, the Office of Education made recommendations in seven areas: Black involvement, goals and accountability, federal administration of vocational education, funding, occupational diversity, employment, and alternative occupational training programs. (CSS)

ED 170 578 CE 021 407

Katz, Douglas S. Oglesby, Elizabeth H.

A Manual of Competency Matched Instructional Materials for Developing Coal Mining Curricula.

Conserva, Inc., Raleigh, N.C.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jan 79
Note-52p.; Titles of books, which are given in italics, may not reproduce well
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Curriculum Development, Employment Qualifications, Entry Workers, Instructional Materials, *Job Skills, *Material Development, *Performance Based Education, *Performance Criteria, Resource Guides, *Resource Materials, Secondary Education, Skill Development
Identifiers-*Coal Mining, Illinois

To assist in the development of secondary level coal mining curricula, this report identifies sixty-four competencies considered by coal mining companies and instructors to be of major or moderate importance. Also, four tables are used to aid curriculum planners. Table 1 contains occupational competencies ranked in importance for the secondary level coal mining curriculum; the instructional level is also included. Table 2 lists occupational competencies matched to available instructional resources, and table 3 presents an inventory of available instructional training resources matched to the coal mining competencies (knowledges and skills) which they cover. Table 4 inventories available instructional resources by source, title, author, description, and price. Following the tables are four procedural steps for curriculum planners: (1) identify competencies for inclusion in the coal mining curriculum; (2) identify instructional materials available for use in teaching the competencies selected in step 1; (3) match instructional/training materials to competencies to determine materials best suited for teaching competencies identified in step 1; and (4) make final selection of instructional/training materials to be used in the secondary level coal mining curriculum for entry-level miners. (CSS)

ED 170 579 CE 021 442

Occupational Stress. Proceedings of the Conference on Occupational Stress (Los Angeles, California, November 3, 1977).

California Univ., Los Angeles. Inst. of Industrial Relations.
Spons Agency-National Inst. for Occupational Safety and Health (DHEW/PHS), Rockville, Md.
Report No.-NIOSH-78-156
Pub Date-Mar 78
Contract-PHS-78-0647
Note-83p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Employment Problems, Environmental Influences, Mental Health, Physical Health, *Stress Variables, *Work Environment

The proceedings of a conference on occupational stress are contained in this report. Presentation titles include the following: Basic Concepts of Organizational Stress Causes and Problems,'' Occupational Sources of Stress: A Review of the Literature Relating to Coronary Heart Disease and Mental Ill Health,'' A Review of National Institute for Occupational Safety and Health Psychological Stress Research 1977,'' The Health Consequences of Shift Work,'' Heart Stress: The Concept of Types A and B,'' Stress Management at TRW Defense and Space Systems Grays ,'' The Stress Reduction Program at University Hospital, University of California Medical Center, San Diego,'' A Unique Approach to Stress Reduction: Application of Biofeedback,'' Application of Biofeedback A Discussion,'' and Summary - Where Do We Go From Here,'' (two summaries provided). (JH)

ED 170 580 CE 021 445

Adult Basic Education Outreach Project. Final Report (Executive Summary).

Alberta Vocational Centre, Calgary.

Spons Agency-Alberta Advanced Education and Manpower, Edmonton.

Pub Date-Apr 79

Note-20p.; For a related document see CE 021 446

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Basic Education, *Community Programs, *Functional Illiteracy, Individualized Programs, *Outreach Programs, Performance Based Education, *Program Development, Systems Approach

Identifiers-Alberta (Calgary)

An executive report summarizes the Alberta Vocational Centre's development of a portable individualized competency-based learning system for use in an adult basic education program in a non institutional community location. The report deals with the project's rationale, development (including management, curricular development, budget, and site selection), and implementation. Also reviewed are the advantages and disadvantages of the outreach process and recommendations for project development, program structure, staff selection, student recruitment, and the outreach process. (Author/CSS)

ED 170 581 CE 021 446

Adult Basic Education Outreach Project. Final Report.
Alberta Vocational Centre, Calgary.
Spons Agency-Alberta Advanced Education and Manpower, Edmonton.
Pub Date-Apr 79
Note-233p.; For a related document see CE 021 445 ; Best copy available
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Adult Basic Education, Adult Students, *Community Programs, Curriculum Development, Facility Inventory, *Functional Illiteracy, Individualized Programs, Library Cooperation, *Models, *Outreach Programs, Performance Based Education, Physical Environment, *Program Development, Program Evaluation, Projects, Site Analysis, Student Characteristics, Student Recruitment, Systems Approach, Teacher Selection
Identifiers-Alberta (Calgary)

The Alberta Vocational Center (AVC) developed a portable competency-based learning system for use in non-institutional adult basic education community programs. The system addresses needs identified by the 1971 census which found 28% of Alberta's residents (over fifteen and out of school) had less than a ninth grade education. Administered through an adult learning center in a library, the program offers reading, writing, and arithmetic to the ninth grade level. It provides free tuition and learning materials, flexible attendance, drop-in registration, continuous entry/exit, and individualized progress. Thirty-nine students are currently enrolled. The program, utilizing a team approach, was developed in four stages: reconnaissance, development, implementation, and dissemination. The project appraiser and project director evaluated the project's outreach process, center components and activities, academic gains, employment related issues, further education issues, and life style issues. For example, it was found that AVC referrals, pre- and post-tested at AVC, advanced at least two grade levels in reading and math after outreach program involvement. Following evaluation, recommendations were made for various program components. (Appendixes include project timeline and reporting schedule, curriculum guidelines, staff selection documents, staff reports on outreach activities, data collection instruments, evaluation module, budget, and program development team evaluation.) (CSS)

ED 170 582 CE 021 447

Spence, Toni, Comp. Tulloch, Charlotte, Comp.
Kentucky Career Education Resource Guide.
Kentucky State Dept. of Education, Frankfort.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Sep 78
Grant-G007700925
Note-511p.
Pub Type- Reference Materials (130)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors-Advisory Committees, *Career Education, Community Involvement, *Educational Resources, *Federal Legislation, Federal Programs, Financial Support, Inservice Programs, Program Evaluation, *Resource Guides, *State Legislation, *State Programs
Identifiers-Comprehensive Employment and Training Act, *Kentucky

This guide provides a listing of major resources and means of access in the area of career education. In section 1, Background of Career Education,'' state and federal laws concerning Kentucky career education are discussed, state and federal advisory councils are examined, and an abstract of the Kentucky state plan for career education is presented. In section 2, Career Education Programs and Their Resources,'' local education agency resources are surveyed and selected Kentucky and nationwide career education programs and practices are identified. In section 3, Inservice Resources for Career Education,'' resources in the following areas are provided: Kentucky Department of Education, Kentucky colleges and universities, federal agencies, and National Directory of State Career Education Contact Persons. Section 4, Kentucky Career Education Materials Resources,'' includes a list of free materials from the state department of education and a summary of the Comprehensive Employment and Training Act. Other sections in the guide contain information on bibliographies, information-gathering agencies, evaluation, community-business-labor-military linkages, and funding. The appendix contains a list of publishers of career education materials and their addresses. (CT)

ED 170 583 CE 021 448

Parenthood Education: A Curriculum Guide.
Northern Illinois Univ., De Kalb. Dept. of Home Economics.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jun 79
Contract-RD3-A8-597; RD3-B9-104
Note-188p.; Not available in hard copy due to small print
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Development, Child Rearing, Family Structure, *Home Economics Education, *Learning Activities, *Parenthood Education, Parent Responsibility, *Performance Based Education, Social Responsibility

This home economics education curriculum guide provides the teacher-developer with learner competencies for a parenthood education program. The guide is designed in the form of competency statements, criteria for the competency, and enabling activities. Chapter 1, parental relationships, contains competencies concerning preparation for parenthood, description of a family unit, and parental roles. Chapter 2, children, discusses discipline, child development, and teaching of values. Chapter 3, socio-cultural, examines community service and society and family. Chapter 4, parenthood, deals with parent impact on child, prenatal care, and parental skills and concerns. Chapter 5, individual or student needs, includes being adaptive in the world and developmental tasks. A list of references, such as books, periodicals, pamphlets, films, filmstrips, and miscellaneous materials follows the competency lists. An annotated bibliography of books, filmstrips, pamphlets, cassettes, kits, film supplements, and various materials concerning nutrition is also included. Lists of workshop participants and field testers who developed the guide are appended. (CT)

ED 170 584 CE 021 451

Perrine, Patricia
Health Occupations: Clinical Rotations and Learning Packets.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Report No.-HL-483
Pub Date-Sep 79
Note-130p.
Available from-New Jersey Vocational-Technical Curriculum Laboratory, Building 4103 - Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($4.50, plus postage)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Clinical Diagnosis, *Clinical Experience, Dentistry, Diabetes, Educational Objectives, *Health Occupations Education, *Instructional Materials, Learning Activities, Medical Laboratory Assistants, *Medical Technologists, *Nursing, Pediatrics Training, Pharmaceutical Education, Physical Therapy, Secondary Education

A one-year introductory course covering twelve different health occupations is presented in this curriculum guide designed for use at the secondary education level. Following a list of course objectives and suggested time allotments for each unit, the health occupations course outline is provided. Unit titles are the following: orientation and overview, the student as a health worker, diagnostic cluster, dietary cluster, pharmacy and drugs, respiratory therapy, dental cluster, health office cluster, patient-care cluster, rehabilitation cluster, job opportunities and preparation, and clinical ractice (including suggestions for clinical rotation, suggestions for agencies involved, and the employee evaluation form). Each unit contained in the outline includes a list of course objectives, instructional topics, procedures and needed materials, and evaluation methods. The bulk of the document describes suggested clinical experiences in community organizations (including student objectives and task checklists) and contains individual learning packets coordinated with them. The clinical experiences are in nursing, pediatrics, medical laboratory, radiology, electrocardiography and electroencephalography, respiratory therapy, dentistry, office work, dietetics, physical therapy, occupational therapy, and special senses. (JH)

ED 170 585 CE 021 452

Mahrer, Linda L.

Career Education Resources.

South Carolina State Dept. of Education, Columbia. Div. of Instruction.
Pub Date-Sep 78
Note-320p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Career Education, *Educational Resources, Federal Aid, *Federal Programs, *Financial Support, Human Resources, Information Sources, Program Descriptions, Resource Guides, *Resource Materials, State Aid, *State Programs
Identifiers-*South Carolina, United States

This guide to resources in career education is divided into two parts: national resources and South Carolina resources. Both parts contain sections on resources for funding, materials, people, and programs. Additional references are provided where appropriate. For example, other national resources listed include advisory councils, associations, arts organizations and agencies, community organizations, government organizations, information systems, and journals and newsletters. In most instances entries include a contact person and address. The appendixes contain excerpts from a guide to federal agencies' career education services, a dictionary of career education terminology, a listing of ERIC abstracts on career education, and a bibliography of South Carolina-produced materials. (CSS)

ED 170 586 CE 021 454

Kissiah, Mattie Gay

A Counselor's Guide to Career Education.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-Sep 75

Note-23p.; Photographs in this document will not reproduce well

Pub Type- Guides - Non-Classroom (055) - Reference Materials (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Education, *Counselor Role, Elementary Secondary Education, Group Activities, Program Development, Reference Materials, *Responsibility

Identifiers-*South Carolina

Suggestions of roles and responsibilities are presented in this booklet designed for counselors in the implementation of career education. The first section deals with the role of the counselor and is presented in the form of a group discussion. (Participants in the discussion are counselors from elementary schools, middle schools, and high schools representing various districts in the state of South Carolina). Included in this discussion is a list of suggested topics for group activities for guidance counselors to use in career evaluation. The next section outlines suggested learner objectives to be attained under seven elements involved in career education: self-knowledge, decision-making skills, career awareness, economic awareness, educational awareness, attitudes and appreciation, and social awareness. The last section lists the names and addresses of sources of career guidance materials. (JH)

ED 170 587 CE 021 455

McCall, Jesse A., Jr.

Ideas for Classroom Activities in Career Education.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date- 75

Note-39p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Education, *Class Activities, Elementary Secondary Education, *Learning Activities, Occupational Information

One hundred and nine suggestions for classroom activities are presented in this booklet. The suggestions are listed in paragraphs generally two to three sentences long. Two example suggestions are the following: (1) demonstrate details of various jobs by having students answer riddles describing characteristics of specific jobs they have studied; have students make up their own riddles for the following day; and (2) ask students who have part-time jobs to address the class concerning their job experiences and emphasize such things as responsibilities, problems, and values imparted by the work; encourage discussion of the advantages and disadvantages of part-time work in high school as an aid to making career decisions. (JH)

ED 170 588 CE 021 456

Baruth, Leroy G. Rotter, Joseph C.

Career Development 1974.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-74

Note-82p.; Photographs in this document will not reproduce well

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Career Awareness, *Career Development, Decision Making, Economics, Educational Attitudes, Educational Objectives, Elementary Secondary Education, Interpersonal Competence, *Learning Modules, *Multiple Choice Tests, Program Development, Programed Materials, Self Concept, Student Attitudes, *Teacher Education

Identifiers-*South Carolina

Programmed materials are presented for teachers and administrators who want to become more familiar with the concept of career development in South Carolina. The package's two major goals are (1) to provide the learner with conceptual knowledge of career development and (2) to identify career development elements and objectives. Under the first goal are five objectives: to know what career development is, to identify the need for career development, to understand central issues involving career development, to identify your responsibilities on the career development team, and to prepare for career development implementation. Contained in these objectives are questions, exercises, a composite inventory, and a summary. For goal 2, seven basic elements inherent in career development implementation are identified: self-knowledge, decision-making, educational awareness, career awareness, economic awareness, social awareness, and attitudes and appreciations. Under each element are listed various objectives. Finally, the package depicts a suggested objectives-activities matrix. (CSS)

ED 170 589 CE 021 457

A Teacher's Guide to Career Education, K-5.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-Sep 75

Note-213p.; Not available in hard copy due to small print; For related documents see CE 021 458 and ED 134 742

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Art Education, Behavioral Objectives, *Career Education, Educational Philosophy, *Fine Arts, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, *Health Education, Kindergarten, *Learning Activities, Mathematics Education, Music Education, *Science Education, *Social Sciences

Identifiers-*South Carolina

Lesson plans for activities in career education are presented in this teacher's guide designed for grades K-5. The first section presents South Carolina's position on career education. Section two outlines suggested learner objectives to be attained under seven elements of career education: self-knowledge, decision-making skills, career awareness, economic awareness, educational awareness, attitudes and appreciation, and social awareness. The next section, the bulk of the document, contains career education lesson plans: thirty for kindergarten, twenty art lesson plans for grades K-6, and twenty each for grades 1-5. Each lesson plan indicates grade level, subject area, educational concept, element and element objectives, activities, resources, and followup activities. Subject areas include health, math, social science, music, science, and fine arts. (JH)

ED 170 590 CE 021 458

A Teacher's Guide to Career Education, 6-8.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-Sep 75

Note-235p.; Not available in hard copy due to small print; For related documents see CE 021 457 and ED 134 742

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Art Education, Behavioral Objectives, *Career Education, *Choral Music, Earth Science, Educational Philosophy, *English, Grade 6, Grade 7, Grade 8, Health Education, Learning Activities, Mathematics Education, Physical Education, Remedial Reading, *Science Education, *Social Studies

Identifiers-South Carolina

Lesson plans for activities in career education are presented in this teacher's guide designed for grades 6-8. The first section presents South Carolina's position on career education. Section two outlines suggested learner objectives to be attained under seven elements of career education: self-knowledge, decision-making skills, career awareness, economic awareness, educational awareness, attitudes and appreciation, and social awareness. The next section, the bulk of the document, contains the career education lesson plans: twenty-one for grade 6, twenty-two middle school-english, thirteen grade 7-math, twenty grade 7-choral music, nineteen grades 7 and 8-life and Earth science, twenty grade 7-remedial reading, twenty grades 7 and 8-physical education and health, twenty grade 8-art, ten grade 8-mathematics, and seventeen grades 7 and 8-social studies. Each lesson plan includes grade level, subject area, educational concept, element and element objective, activities, resources, and followup activities. (JH)

ED 170 591 CE 021 460

McCall, Jesse A., Jr.

An Administrator's Guide to Career Education.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-Sep 75

Note-32p.; Photographs in this document will not reproduce well

Pub Type- Guides - Non-Classroom (055) - Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Organization, *Administrator Responsibility, *Administrator Role, *Career Education, Education, Educational Philosophy, Elementary Secondary Education, *Performance Criteria, Program Development, Reference Materials, *Skills

Identifiers-*South Carolina

Suggestions of roles and responsibilities are presented in this booklet designed to assist administrators in the implementation of career education in South Carolina. The first section gives South Carolina's concept of career education. Section 2 outlines the roles of the district superintendent, district coordinator, and school principal in a career education program. Section 3 lists various teacher resource material (films, filmstrips, books, booklets, posters, and kits). The list is organized into those materials available free and those available for a price. The final section lists competency statements and performance criteria for three administrator models for career education: elementary administrator (42 statements); middle or junior high administrator (33 statements); and secondary administrative (34 statements). (JH)

ED 170 592 CE 021 463

Simcoe, Annell L.

Vocational Equal Access Research Project. Final Report.

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Feb 79

Grant-G007701987

Note-166p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Access to Education, Administrative Personnel, Admission (School), Admission Criteria, Data Analysis, Data Collection, Disadvantaged Youth, *Educationally Disadvantaged, Educational Research, *Equal Education, Financial Support, Guidance Counseling, Information Needs, Interviews, *National Surveys, Student Recruitment, Success Factors, Teaching Techniques, Vocational Directors, *Vocational Education, Vocational Education Teachers

Identifiers-New Jersey

A study was conducted to identify barriers that have prevented large numbers of disadvantaged youth from attaining access to vocational education and to identify specific program elements associated with successful recruitment and vocational training of the educationally disadvantaged. Two modes of data collection were employed: (1) a project-developed survey instrument (The Equal Access Self-Rating Scale) mailed to a national sample of eighty vocational education state officials, program directors, teachers, and teacher educators and (2) personal interviews with a sample of twenty-one vocational program administrators and counselors drawn from vocational programs in New Jersey. Analysis of responses to the mailed survey indicated that two main obstacles to equal access and successful program completion were inadequate guidance and informational services and inadequate financial resources to support appropriate modified vocational programs for the disadvantaged. Responses to the personal interviews suggested that vocational educators regarded disadvantaged students as high risk applicants and, when forced to make priority selections, tend to admit better qualified (on the basis of previous school records) applicants. Seventeen teaching techniques and instructional management strategies (e.g., individualized instruction, competency-based instruction, etc.) were identified as success factors. (JH)

ED 170 593 CE 021 465

Quinn, Karen M. Norton, Robert E.

Use the Competency-Based Approach to the Preparation of Local Administrators of Vocational Education. Module LA-101.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-125p.; For related documents see CE 021 465-468 ; Parts may not reproduce clearly due to colored background

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Administrator Education, *Behavioral Objectives, Instructional Materials, *Learning Activities, Learning Modules, *Performance Based Education, Performance Criteria, *Vocational Directors, *Vocational Education, Workshops

This module is part of a comprehensive workshop training package designed to assist in developing strategies for improving the preservice and inservice preparation of local vocational education administrators. The module addresses, through a variety of individual, small group, and large group experiences, many of the competencies that educators need to effectively carry out their role and responsibilities as vocational administrator educators. An introduction and six sequential learning experiences are included in this module. Overviews, which precede each learning experience except the final one, provide brief descriptions of what each learning experience entails. The first five learning experiences are designed to provide the needed background information and to give the participant opportunities to apply that information in practice situations. The final learning experience is designed to allow the participant to use the competency-based approach for improving the preparation of local administrators of vocational education. (BM)

ED 170 594 CE 021 466

Norton, Robert E. And Others
Alternate Delivery Strategies for Preparing Vocational Administrators.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Note-51p.; For related documents see CE 021 465-468
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrator Education, *Educational Strategies, Field Experience Programs, *Internship Programs, *Performance Based Education, Program Costs, Program Effectiveness, Teaching Procedures, *Vocational Directors, *Vocational Education

This document is part of a comprehensive workshop training package designed to assist in developing strategies for improving the preservice and inservice preparation of vocational education administrators. Descriptions of three major delivery strategies are presented in this document. These strategies include the externship program, competency-based administrator education, and the internship program. General descriptions of these strategies are identified based on a comprehensive search of the literature. Specific examples of each strategy are also included, and the following information is delineated for each strategy procedures involved; advantages and disadvantages; funding process or cost of operation; and impact of the approach if evaluative data is available. (BM)

ED 170 595 CE 021 467

Norton, Robert E. And Others

An Annotated Bibliography of Administrator Instructional Materials.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Note-51p.; For related documents see CE 021 465-468

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Administrator Education, *Evaluation, *Instructional Materials, *Performance Based Education, *Vocational Directors, *Vocational Education

This annotated bibliography of instructional materials is part of a comprehensive workshop training package designed to assist in developing strategies for improving the preservice and inservice preparation of local vocational education administrators. These reference materials are presented under the following four categories: (1) administrator modules; (2) related modules; (3) general instructional references for administrators; and (4) administrator instruments. The bibliographic entries included in this document were collected and assessed using an established list of criteria for evaluating their quality. (BM)

Norton, Robert E. And Others
Personnel Development for Local Administrators of Vocational Education. Final Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-G05-77-00149
Note-134p.; For related documents see CE 021 465-467 ; Parts may be marginally legible due to print quality
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Administrator Education, Learning Modules, *National Programs, *Performance Based Education, Program Development, Program Effectiveness, Program Evaluation Teaching Methods, Technical Assistance, *Vocational Directors, *Vocational Education, *Workshops

A national training program was conducted to prepare selected vocational teacher educators and state department of education personnel to develop and/or improve personnel development programs for local administrators of vocational education. The training program consisted of a competency-based national training workshop and follow-up on-site technical assistance. (Workshop materials are also available in ERIC as CE 021 465-467.) Thirty participants representing ten different states were selected to participate in the workshop which was planned and conducted using a specially designed competency-based administrator education workshop module as the medium of instruction. A variety of stragegies was used, including small and large group presentations/discussions, individual activities, team activities, case studies, and hands-on activities. Feedback on the workshop was very positive. Participants reported significant gains in their own knowledge and ability to use the competency-based approach. Participants were particularly pleased with the quality of the workshop training materials and the quality of staff/participant interactions. Several of the participating states have conducted needs assessments and made specific plans to provide expanded and competency-based administrator education programs within their respective states. (Author/BM)

ED 170 597 CE 021 470

Norton, Robert E. And Others

National Workshop to Improve Post-Secondary Vocational-Technical Personnel Development. Final Report.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Grant-G05-77-00149

Note-152p.; For a related document see CE 021 469

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*National Programs, *Performance Based Teacher Education, Postsecondary Education, *Program Development, Program Effectiveness, *Program Evaluation, Teaching Methods, *Vocational Education Teachers, *Workshops

A project was conducted to assist post-secondary vocational-technical teacher educators and staff development personnel in improving staff development programs in two-year post-secondary institutions. Thirty-one applicants were selected to participate in a national workshop. These applicants included vocational-technical teacher educators and administrators and faculty members who are responsible for staff development efforts in two-year postsecondary institutions. Through a variety of learning experiences structured in a competency-based format, participants were provided an opportunity to acquire those competencies required to develop and implement a competency-based staff development (CBSD) program. Workshop instructional strategies included small and large group presentations/discussions, individual activities, case studies, role playing, and hands-on activities. During each workshop, participants formulated a plan for implementing a CBSD program. Evaluation data obtained immediately upon the conclusion of the workshop revealed that the participants perceived an increase in their level of competence with regard to the performance objectives addressed in the workshop. (The implementation guide used in the workshop is also available in ERIC as CE 021 469.) (Author/BM)

ED 170 598 CE 021 473

Whitcraft, James S.

Important Topics about Life & Living.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date-May 79

Note-79p.

Available from-New Jersey Vocational-Technical Curriculum Laboratory, Building 4103-Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.50, plus postage)

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Age, *Dating (Social), Health Education, Home Economics Education, Instructional Materials, *Marriage, Physical Education, *Reproduction (Biology), Secondary Education, *Self Concept, *Sex Education

This teacher's guide presents material suitable for junior and senior high school physical education, health, or home economics classes concerning life cycles and sex education. Unit 1, understanding the self, contains lessons on personality, self-image, defense mechanisms, peer groups, and the conformist. Unit 2, dating, contains lessons on going steady, premarital sex, birth control, abortion, and venereal disease. Unit 3 discusses the engagement period of a relationship. Unit 4, marriage, examines marriage, alternatives to marriage, and divorce. Unit 5, reproduction and the family, explores changes in family structure, the male and female reproductive systems, the menstrual cycle, conception, and pregnancy and childbirth. And unit 6, the end of life, contains a lesson on old age and death. Each unit contains a discussion of the main topic. Each lesson includes questions for discussion and review and student activities. A chart is included providing suggested time allocation for each lesson and suggested teaching notes. (CT)

ED 170 599 CE 021 474

Lyons, Lynn

Kenny and Karen Career in Hospitality and Recreation Land.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date-Mar 79

Note-65p.

Available from-New Jersey Vocational-Technical Curriculum Laboratory, Building 4103 Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.25, plus postage)

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Art, *Career Awareness, Handicrafts, Instructional Materials, Learning Activities, Music, Outdoor Education, *Primary Education, Primary Grades, *Recreation

Identifiers-*Hospitality Occupations

This booklet is part of a series of activity booklets designed to increase the child's awareness of careers. It also provides reinforcement activities of the basic skills. In this particular booklet children in grades K-2 are introduced to careers in the field of hospitality and recreation. The subjects of the teaching sections are children's introduction, desk clerk, room attendant, recreation director, arts and crafts instructor, dancing instructor, baseball coach, snack counter sales, little theater, trail guide, swimming instructor, cleaner, hairdresser, tennis instructor, game room director, hotel manager, host/hostess, chef, piano player, and evaluation. Each section contains objectives, narration, learning activities, and

suggested resources (e.g., records, films). Twenty activity sheets (e.g., cut and paste, coloring, mazes, hidden articles, jumbled letters) are also included. (CT)

ED 170 600 CE 021 476

Vetter, Louise And Others
Career Planning Programs for Women Employees: A National Survey. Research and Development Series No. 135.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-77
Grant-G007604056
Note-76p.; Some pages in this document may not reproduce well due to small print; For related documents see CE 021 475-478
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Education, *Career Development, *Career Planning, *College Programs, Cooperative Programs, *Employer Employee Relationship, Program Administration, Womens Education, *Working Women
Identifiers-Research Reports

A study was conducted which examined the career planning programs provided by employers for their women employees and by postsecondary education institutions for women employees through community-based (continuing education) programs or cooperative programs between educational institutions and employers. Data were collected during 1977 from responses to two mail survey instruments: one for employers and one for educational institutions. Instrument items were constructed after a literature search and work with consultants experienced in the areas of employee training and career development. Items on the employer instrument asked employers to indicate the career development activities they offer for women employees, to assess those activities they provide, and to describe those they do not offer as either ``might be effective,'' ``not feasible,'' or ``not effective.'' In addition, respondents indicated which administrative arrangements, policies, facilities, and organizational patterns listed on the instrument described their implementation of career development activities for women. Although the data indicate that a variety of career planning activities are provided for employed persons by employers and educational institutions responding to the instruments, activities specifically designed to respond to the concerns of working women are not widely offered (Recommendations for improving career planning programs for women are provided in this report.) (CT)

ED 170 601 CE 021 530

Units of Instruction. Health Occupations Education. Volume I. East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-78

Note-642p.; For related documents see CE 021 531-532 ; Parts may not reproduce clearly due to colored background

Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($7.20)

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051) - Tests/Questionnaires (160)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, Ethics, *Health Occupations Education, *Instructional Materials, Job Application, Job Skills, *Learning Activities, *Medical Services, Medical Vocabulary, Objective Tests, *Office Practice, *Patients (Persons), Vocational Education

Ten units on health occupations are presented in this teacher's guide. The units are the following: recording vital signs; job application and interview; grooming and personal hygiene; health careers; medical careers; medical ethics; medical terminology and abbreviations; medical asepsis; basic patient care (e.g., measuring and recording fluid intake and output): admitting, transferring, and discharging the patient; and office procedures in medical services (e.g., completing medical insurance forms). Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (JH)

ED 170 602 CE 021 531

Units of Instruction. Health Occupations Education. Volume II. East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-78
Note-517p.; For related documents see CE 021 530-532; Parts may not reproduce clearly due to colored background
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($7.20)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-*Anatomy, Behavioral Objectives, *Clinical Diagnosis, *First Aid, *Health Occupations Education, Human Relations, Instructional Materials, Job Skills, *Laboratory Technology, Learning Activities, Metric System, Objective Tests, Patients (Persons), *Physiology, Safety Education, Vocational Education

Ten units on health occupations are presented in this teacher's guide. The units are the following: special procedures; assisting with diagnostic procedures (e.g., collecting specimens); transporting patients; charting; medical laboratory procedures; giving standard first aid treatment; metrics for health occupations; human relations; safety; and anatomy and physiology. Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (CT)

ED 170 603 CE 021 532

Anatomy and Physiology. Health Occupations Education. Teacher's Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-78
Note-286p.; For related documents see CE 021 530-531 ; Parts may not reproduce clearly due to colored background
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($5.40)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Anatomy, Behavioral Objectives, Cardiovascular System, *Human Body, *Instructional Materials, Job Skills, *Learning Activities, Neurological Organization, Objective Tests, *Physiology, Reproduction (Biology), Vocational Education
Identifiers-Digestive System, Endocrine Glands, Muscular System, Respiratory System, Skeletal System, Urinary System

Nine units on anatomy and physiology are presented in this teacher's guide. The units are the following: organization and general plan of the body; skeletal and muscular systems; digestive system; circulatory system; respiratory system; nervous system and special senses; urinary system; reproductive system; and endocrine glands. Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (CT)

ED 170 604 CE 021 533

Units of Instruction for Vocational Office Education. Volume 1. Filing, Office Machines, and General Office Clerical Occupations. Teacher's Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-78

Note-681p.; For related documents see CE 021 534-535 ; Parts may not reproduce clearly due to colored background

Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($16.20)

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051) - Tests/Questionnaires (160)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Clerical Occupations, *Filing, Indexing, *Instructional Materials, Job Skills, *Learning Activities, Money Management, Objective Tests, *Office Machines, *Office Occupations Education, Office Practice, Vocational Education

Nineteen units on filing, office machines, and general office clerical occupations are presented in this teacher's guide. The unit topics include indexing, alphabetizing, and filing (e.g., business names); labeling and positioning file folders and guides; establishing a correspondence filing system; utilizing charge-out and follow-up file systems; filing materials (e.g., numerically); computing routine math transactions; operating office machines (e.g., offset machine); handling mail; purchasing supplies; and handling petty cash. Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (CT)

ED 170 605 CE 021 534

Units of Instruction for Vocational Office Education. Volume 2. Office Occupations Related Information, Accounting and Computing Occupations, Information Communications Occupations, Stenographic, Secretarial, and Related Occupations. Teacher's Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-78
Note-616p.; For related documents see CE 021 533-535; Parts may not reproduce clearly due to colored background
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($15.00)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-*Accounting, Behavioral Objectives, Bookkeeping, *Business Communication, Business Correspondence, Business English, Instructional Materials, Job Skills, Learning Activities, Objective Tests, *Office Occupations Education, Office Practice, Recordkeeping, *Secretaries, *Stenography, Vocational Education

Sixteen units on office occupations are presented in this teacher's guide. The unit topics include the following: related information (e.g., preparing for job interview); accounting and computing (e.g., preparing a payroll and a balance sheet); information communications (e.g., handling appointments, composing correspondence); and stenographic, secretarial, and related occupations (e.g., taking dictation in shorthand and transcribing, making travel arrangements). Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (JH)

Units of Instruction for Vocational Office Education. Volume 3. Typing and Related Occupations. Teacher's Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-73
Note-488p.; Parts may not reproduce clearly due to colored background
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($11.55)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Business Skills, *Instructional Materials, *Learning Activities, Objective Tests, *Office Occupations Education, Records (Forms), Typewriting, Vocational Education

Eleven units on typing and related occupations are presented in this teacher's guide. The unit topics include the following: refining typing techniques; correcting originals and carbon copies; typing outlines, business forms, business letters and envelopes, memoranda, telegrams and cablegrams, minutes, agenda, itineraries, speeches, manuscripts, medical forms, legal documents, and statistical forms. Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (CT)

ED 170 607 CE 021 536

Sloan, James Reid
Test Pool Questions, Area III.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Pub Date-79
Note-209p.; May be marginally legible due to light type
Available from-Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1515 West 6th Avenue, Stillwater, Oklahoma 74074 ($15.00)
Pub Type- Tests/Questionnaires (160) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Diseases, Ethical Instruction, *Legal Responsibility, Medical Education, Medical Treatment, *Mental Health, *Practical Nursing, *Surgical Technicians, *Training Objectives

This manual contains multiple choice questions to be used in testing students on nurse training objectives. Each test includes several questions covering each concept. The concepts in section A, medical surgical nursing, are diseases of the following systems: musculoskeletal; central nervous; cardiovascular; gastrointestinal; urinary and male reproductive; endocrine; ear, eye, nose, and throat; also skin disorders and allergies, neoplastic diseases, and geriatric and rehabilitative nursing. Section B, mental health nursing, covers mental health and personality development. Section C, advanced personal vocational relationships, discusses the legal and ethical responsibilities of the licensed practical nurse. All sections also include answer sheets. (CT)

ED 170 608 CE 021 538

General Construction Trades. Volume 1. Teacher's Guide.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-78
Note-735p.; For a related document see CE 021 539 ; Parts may not reproduce clearly due to colored background
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($7.80)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Building Materials, Building Plans, *Building Trades, *Carpenters, *Construction (Process), Hand Tools, Hygiene, *Instructional Materials, Job Application, Job Skills, *Learning Activities, Measurement Instruments, Objective Tests, Safety, Vocational Education

Ten units on the world of construction and twelve units on carpentry are presented in this teacher's guide. The construction units include the following: safety; human relations in the shop; grooming and hygiene; hand tools; measurement; portable power tools, stationary power tools; fastening devices; and job application and interview. The carpentry units include the following: reading plans and sketches; materials; layout; framing-wood joints; framing; roofing; exterior wall coverings; exterior trim; hardware; door and window units; insulation and drywall; and ceiling tile and wall paneling. Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (JH)

ED 170 609 CE 021 539

General Construction Trades. Volume 2. Teacher's Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-78
Note-526p.; For a related document see CE 021 538 ; Parts may not reproduce clearly due to colored background
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($6.90)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bricklaying, Building Materials, Building Trades, *Cement Industry, Construction (Process), Electrical Systems, *Electric Circuits, Instructional Materials, Job Skills, Learning Activities, *Masonry, Objective Tests, *Painting, *Plumbing, Safety, Vocational Education

Twenty-one general construction units are presented in this teacher's guide. The units are organized as follow: concrete finishing-two units (e.g., site preparation, pouring and finishing); plumbing-five units (e.g., pipe joints, angles, and flow; fixtures and valves); electrical wiring-five units (e.g., wiring procedures, planning a layout); painting-four units (e.g., wall preparation and prime coating; finish coating); and masonry and bricklaying-five units (e.g., mortar preparation and application; masonry walls). Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content, transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (CT)

ED 170 610 CE 021 540

General Mechanical Repair. Minor Automotive Maintenance. Volume 1. Teacher's Guide.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-78

Note-513p.; For a related document see CE 021 541 Parts may not reproduce clearly due to colored background

Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($5.40)

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051) - Tests/Questionnaires (160)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors-*Auto Mechanics, Behavioral Objectives, Electrical Systems, Instructional Materials, Learning Activities, Objective Tests, Safety, *Trade and Industrial Education

Identifiers-Brake Systems, Engine Principles, Exhaust Systems, Fuel Systems, Lubrication Systems, Cooling Systems, *Minor Automotive Maintenance, Steering Systems, Technical Skills, Tires, Transmissions (Automotive)

Fourteen units on minor automotive maintenance are presented in this teacher's guide. The units are the following: introduction to minor automotive maintenance, shop safety, engine principles, fuel system operation and repair, electrical system, ignition system, lubrication system, engine cooling system, exhaust system, wheel bearings and tires, brake bystem, frame suspension and steering, drive line, and cleaning the car. Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (JH)

General Mechanical Repair Welding. Volume 2. Teacher's Guide.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-78
Note-214p.; For a related document see CE 021 540 ; Parts may not reproduce clearly due to colored background
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($6.90)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Instructional Materials, Job Skills, *Learning Activities, Objective Tests, Trade and Industrial Education, *Welding

Five units on welding are presented in this teacher's guide. The units are the following: introduction to oxyacetylene welding, oxyacetylene welding positions and applications, use of the cutting torch, introduction to shielded metal arc welding, and welding joints and positions. Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (JH)

ED 170 612 CE 021 542

Units of Instruction for Office Duplication Practices. Volume I. East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-78
Note-555p.; For a related document see CE 021 543 ; Parts may not reproduce clearly due to colored background
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($8.95)
Pub Type- Guides - Classroom - Teacher (052) Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Business Communication, Employment Interviews, Filing, Indexing, *Instructional Materials, Job Application, *Learning Activities, Objective Tests, *Office Machines, *Office Occupations Education, *Office Practice, Reprography, Secondary Education, Vocational Education

Eighteen units on office duplication practices are presented in this teacher's guide. The unit topics include the following: classroom safety; human relations in the office setting; grooming and hygiene; telephone communications; computing routine math transactions; stencil, fluid, and offset duplication; operating business machines; indexing, alphabetizing, and filing; handling mail; and job application and interview. Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (JH)

ED 170 613 CE 021 543

Units of Instruction for Office Duplication Practices. Volume II. East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-78
Note-502p.; For a related document see CE 021 542 ; Parts may not reproduce clearly due to colored background
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428 ($8.95)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Business Communication, Business Correspondence, *Instructional Materials, Job Skills, Layout (Publications), *Learning Activities, Mathematical Applications, Money Management, Objective Tests, *Office Machines, *Office Occupations Education, Paper (Material), Photocomposition, Recordkeeping, *Reprography, Secondary Education, *Typewriting, Vocational Education

Fifteen units on office duplication practices are presented in this teacher's guide. The unit topics include the following: consumer mathematics, stock record control, paper characteristics and classification, immovable carriage typewriter, using the manual typewriter, written communications, clerical recordkeeping, petty cash, supplementary machines, measurement, layout, photocomposing, thermal process, master makers, and verbal and nonverbal communications. Each instructional unit generally contains eight components: performance objectives; an outline of minimum instructor and student activities to accomplish unit objectives; information sheets presenting basic unit content; transparency masters; job sheets which outline skills to be achieved; student assignment sheets related to the unit information sheets (answer sheets are provided); and objective tests with answer sheets. (CT)

ED 170 614 CE 021 544

Diehl, Donald W. Penner, Wayman R.
Commercial Carpentry: Instructional Units.
Associated General Contractors of America, Washington, D.C.; Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Pub Date-79
Note-1,865p.; Parts may not reproduce clearly due to colored background
Available from-Associated General Contractors of America, 1957 E. Street, N.W., Washington, D.C. 20006; Curriculum and Instructional Materials Center, Oklahoma State University, Department of Vocational and Technical Education, 1515 W. Sixth Avenue, Stillwater, Oklahoma 74074 ($25.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF16 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Blueprints, *Building Equipment, *Building Materials, *Carpenters, *Construction (Process), Criterion Referenced Tests, Curriculum Guides, *Instructional Materials, Leadership Training

This manual contains instructional materials which measure student performance on commercial carpentry behavioral objectives; criterion-referenced evaluation instruments are also included. Each of the manual's eleven sections consists of one or more units of instruction. Each instructional unit includes behavioral objectives, suggested activities for teachers, information sheets, job sheets, visual aids, tests, answers to the test, and transparency masters. The eleven sections (and sample units) are as follow: (1) introduction (orientation, safety and first aid); (2) leadership (parliamentary procedure and public speaking); (3) related information (lumber, measuring); (4) tools (hand and power tools); (5) blueprint reading (basic math), (6) site (builder's level and transit); (7) forming (footing and wall forms); (8) framing (trusses and wall and partition framing); (9) exterior finish (plywood siding and trim); (10) interior wall finish (dry wall); and (11) interior trim (stair construction, paneling). A discussion on how to use each area of an instructional unit is also included. (CT)

CG

ED 170 615 CG 013 389

Shifren, Irene

Coordinating Hospital and Community Services: Issues and Perspectives. Aftercare: An Alternative in the Community.

Pub Date-29 Aug 78
Note-9p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Best copy available
Available from-Transitional Services for NY Inc., 71 Circle Dr., West Brentwood, NY 11717 ($1.00)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Resources, *Community Services, Counseling Programs, Helping Relationship, *Mental Health Programs, Patients (Persons), *Program Coordination, *Rehabilitation Centers, *Rehabilitation Programs

A model developed by Transitional Services for New York, Inc., for collaboration between State and County government under private, not-for-profit auspices is described which attempts to assist the transition of former psychiatric patients into the community. The agency functions are described in terms of: (1) a tri-level housing network including a halfway house, supervised apartments, and independent apartments; (2) a program philosophy based on linkages to the community, especially ties to recreational, medical, dental, psychiatric, vocational, educational, religious, and transportation resources; and (3) the provision of the necessary supports to enable its clients to become productively re-integrated into the mainstream of society. (Author)

Parker, Mitchell Sheldon
Dimensions of Religious Conversion During Adolescence.
Pub Date- 76
Note-54p.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adolescence, Behavioral Science Research, *Changing Attitudes, *Emotional Adjustment, *Family Life, Personality, Personality Studies, *Psychological Characteristics, *Religious Factors, Teenagers, Young Adults
Identifiers-*Conversion (Religious)

Forty-nine subjects, ranging in age from 15 to 26, were interviewed to determine the nature of the relationship among religious affiliation, religious conversion and three dependent measures: emotional stability, religious home environment and identity status. Three types of conversion are postulated: (1) gradual (lengthy intellectual process), (2) sudden (a quick, traumatic experience) and (3) developmental (a sudden, non-intellectual, non-traumatic experience related specifically to adolescent crises). Only those hypotheses relating to the gradual conversion were statistically confirmed, supporting the conclusions that: (1) gradual converts are less neurotic, display more mature identity patterns and have more positive religious home environments than other converts; (2) two types of conversion, gradual and sudden, predominate during adolescence; (3) members of sectarian religious organizations are less neurotic, display more mature identity patterns and have more negative religious home environments than other converts; (4) peer group and congregational influence play important catalytic roles in the conversion experience. (Author)

ED 170 617 CG 013 405

Flanagan, John C.

The Major Contributors to Quality of Life for the Elderly.

Pub Date-1 Sep 78

Note-9p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Critical Incidents Method, *Environmental Influences, *Family Influence, *Individual Needs, Interviews, National Surveys, *Older Adults, *Quality of Life, *Work Experience

Factors contributing to the quality of life of older adults were investigated. A national survey provided the data which were collected in four-hour interviews from a representative national sample of 800 persons 68 to 72 years old when interviewed. The respondents reported on aspects of their quality of life related to their family, education, and work history, and the specific factors that were adding to or detracting from it. Only 17% of the men and 14% of the women report their quality of life to be fair'' or poor.'' Results indicate that material comforts, health and personal safety, learning, and active recreation are most frequently mentioned as detracting from quality of life. (Author)

ED 170 618 CG 013 406

Leland, Henry

From Concept to Measurement in Adaptive Behavior.

Pub Date- 78

Note-13p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adaptation Level Theory, *Adjustment (to Environment), *Behavior Change, Criterion Referenced Tests, Developmental Stages, Growth Patterns, Handicapped, *Individual Development, *Normalization (Handicapped), Norm Referenced Tests, Performance Criteria

The concept of adaptation is approached from several directions: (1) a discussion of the meanings of adaptation; (2) a functional socio-cultural set of considerations on which one can base measurement in adaptive behavior; and (3) a practical, applied conceptualization relative to the utilization of the obtained information and the reasons for this type of measurement, and why criterion-referenced measurement is both more logical and more useful to the concept than norm-referenced approaches. The blend between the specific demands of society and the idiosyncratic needs of the handicapped do not fall into systematic or predictable patterns of growth and development. Developmentally disabled persons are not homogeneous, but they do have in common a failure to respond to necessary and desirable'' social demands in an appropriate manner. Once their mode of response is determined, a method of reversal can be developed on an individualized program basis. Appropriate measurement thus becomes the basis for prioritized identification of the reversable aspects of the problem. (Author)

ED 170 619 CG 013 407

Raschke, Helen J.

The Development of a Post Separation/Post Divorce Problems and Stress Scale.

Pub Date-Oct 78
Note-34p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978)
Pub Type- Speeches/Meeting Papers (150) - Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, Anxiety, *Behavior Rating Scales, Data Analysis, *Divorce, Factor Analysis, *Marital Instability, *Measurement Instruments, *Personal Adjustment, Rating Scales, Reactive Behavior, *Stress Variables, Test Construction

Factors associated with the speed and level of difficulty with which individuals adjust to separation and divorce were investigated. A scale was developed to analyze these factors, and included items dealing with the subdimensions of stress and the perception of the persons involved. Factor analysis of the scale items as well as additional tests indicated that: (1) stress is a multidimensional concept; (2) reliability is a problem because of extreme fluctuations in emotions and actions of the persons involved; and (3) validity is confirmed by use of self-esteem items in the scale. The appendices contain the Subdimensions of Stress Scale, the alpha factor analysis of the Stress Scale items, a comparison between the Scale and factor analysis clusters, the Ease of Role Transition Scale, and the Self Esteem Scale items. (Author/HLM)

ED 170 620 CG 013 408

Thompson, Edward H., Jr. And Others

The Cart Before the Horse: Families Coping With the Policy of Deinstitutionalization.

Pub Date-19 Oct 78

Note-28p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adjustment Problems, *Behavior Patterns, *Coping, Family (Sociological Unit), *Family Attitudes, Family Relationship, Interaction Process Analysis, Mental Illness, *Mentally Handicapped, *Normalization (Handicapped), *Reactive Behavior, Research Projects

Feelings and attitudes were investigated among family members with mentally ill relatives whose treatment delivery system was being deinstitutionalized'' or moved from hospital-based treatment to community-based treatment. Subjects (N 125) were interviewed at home by either mental health professionals or professional interviewers. Results indicated that: (1) family members felt embarrassment at having the former patient at home, but not an overwhelming sense of burden unless the patient's behavior was highly overtly symptomatic; (2) families without adult support were more likely to feel burdened; (3) normal

routines tended to be disrupted most often when only one relative was present to cope with the former patient; and (4) parents tend to be the most accommodating when the former patient's behavior is judged abnormal." (Author/HLM)

ED 170 621 CG 013 409

Seybert, Jeffrey A. And Others
Appetitive Learned Helplessness in Children.
Pub Date-Aug 78
Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Patterns, *Child Development, Children, *Contingency Management, *Learning Modalities, *Learning Processes, Reactive Behavior, *Reinforcement, Research Projects, Response Mode, Rewards
Identifiers-*Learned Helplessness

The effects of different schedules of noncontingent reward on subsequent learning in children were investigated. In the first phase of the experiment subjects performed a block-design matching task and received one of three schedules of noncontingent reward, i.e., continuous reward (Group CRF), random reward on 50% of the trials (Group 50R), or no reward (Group NRF) regardless of their response. Two additional control groups received either contingent reward when they correctly matched a design (Group CON) or no pretreatment prior to testing (Group NPT). In the second phase of the experiment all subjects performed a pencil maze completion task under identical schedules of contingent reward. The results from the second phase indicated that groups CRF, 50R and NRF exhibited equal performance which was poorer than that of groups CON and NPT. These results suggest that experience with noncontingent reward can produce response decrements in humans and that noncontingency, rather than any specific reinforcement schedule, is the critical factor in producing learned helplessness. (Author)

ED 170 622 CG 013 410

Gordon, Wayne A.

Overlapping Issues in Medical Psychology, Rehabilitation Psychology and Behavioral Medicine.

New York Univ., N.Y. Medical Center.

Spons Agency-National Cancer Inst. (NIH), Bethesda, Md.; Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-28 Aug 78

Grant-NO1-CN-55188; Available from-Institute of Rehabilitation Medicine, 400 East 34th St., New York, NY 10016

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavioral Sciences, Biological Influences, *Health Services, Intellectual Disciplines, Interdisciplinary Approach, *Medicine, *Preventive Medicine, Psychologists, *Psychology, *Rehabilitation Counseling

Behavioral medicine is a field which attempts to integrate social, behavioral, and biological sciences through an application of bio-behavioral methods to the prevention, diagnosis, and treatment of illness. Because behavioral medicine overlaps many psychological disciplines, some disciplines of psychology such as medical psychology and rehabilitation psychology are attempting to clarify their own identities. Medical psychology focuses on understanding the etiology, diagnosis and treatment of illness, while rehabilitation psychology seeks to facilitate the quality of individuals' lives once they are afflicted. The differences between these two fields lie in the area of emphasis, i.e., the behavioral versus the eco-behavioral approach. (Author/HLM)

ED 170 623 CG 013 411

Patterson, Glendora

Consultation in High School Based Day Care Settings: The Interfacing of Developmental and Socio-Cultural Needs.

Pub Date-21 Apr 78
Note-21p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents, *Consultants, *Counselor Role, Cultural Factors, *Day Care Programs, Developmental Tasks, Parent Child Relationship, *Parent Counseling, Secondary Education, Student Needs, *Teenagers
Identifiers-*Teenage Parents

Consultation in high school-based day care settings for adolescent parents and their children is presented as a program which emphasizes the developmental tasks of both the parents and the children within a cultural context, and the potential conflicts between the two. The role of the consultant is described in terms of his/her ability to: (1) assess the sometimes subtle meanings of interactions between the administrator, staff, and parents; (2) facilitate the working relationships between the administrator and staff; and (3) identify appropriate interventions for aiding the individual development of the parents and their children. (HLM)

ED 170 624 CG 013 412

Martin, Joanne

The Effects of Rate of Change in Performance.

Pub Date- 75
Note-20p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attribution Theory, *Behavior Patterns, College Students, *Feedback, *Participant Satisfaction, Performance Criteria, *Performance Factors, *Reactive Behavior, Research Projects, Success Factors, *Task Performance

Performance expectancy and satisfaction were investigated in terms of the rate of change in performance outcomes. In a two-by-two factorial design, the direction (improving or deteriorating) and rate (accelerating or decelerating) of change in performance were manipulated using false feedback in a computerized math game. In accord with performance expectancy predictions, a significant main effect of the direction of change and a significant interaction between the direction and rate of change were found, with fewest errors occurring in the decelerating improvement condition. In accord with performance satisfaction predictions, a significant main effect of the second derivative was found, with more dissatisfaction reported in the accelerating deterioration and decelerating improvement conditions. (Author)

ED 170 625 CG 013 413

Thornton, George C., III

Psychometric Properties of Self-Appraisals of Job Performance.

Pub Date-Aug 78

Note-21p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement Rating, Behavior Rating Scales, Employees, *Job Satisfaction, *Performance Criteria, *Personnel Evaluation, *Psychometrics, *Self Evaluation, Supervisory Activities, *Task Performance, Work Attitudes

The research literature on the psychometric properties of self-appraisals of work performance summarizes many results in terms of leniency, variability, halo, and construct validity. Comparisons with appraisals tend to show more leniency, less variability, more bias, and less discriminant validity. Different factor structures are found among self- and supervisor-ratings, while self-appraisals show generally less halo and significant correlations with other sources in some studies. Existing data do not allow any firm conclusions as to whether the quality of self-appraisals is a function of scale format, amount of rater training, type of judgment, or purpose of appraisal. Problems may exist when self-appraisals are used for administrative decision making, diagnosis of training needs, applied criterion measurement, measurement of constructs in basic research, or for selection purposes. (Author)

ED 170 626 CG 013 414

Pfouts, Jane H.

Birth Order, Sibling IQ Differences, and Family Relations.

Pub Date-Oct 78

Note-21p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Birth Order, *Family Influence, *Family Relationship, Individual Development, *Intelligence Differences, Males, Research Projects, *Siblings, Social Factors, *Socialization

Identifiers-*Slosson Intelligence Test

The differential impact of birth order and IQ on sibling roles were examined with particular interest focused on achievement outcomes. Subjects were a stratified sample of 37 pairs of near-in-age siblings, all within the normal range in personality and IQ, but differing significantly in scores on the Slosson IQ Test. Results indicate that when the younger brother is intellectually more talented than his older brother, assignment of sibling roles appears to depend more on birth order socialization factors than on individual potential. (Author)

ED 170 627 CG 013 415

The President's Commission on Mental Health. Report to the President. Volume 1.

President's Commission on Mental Health, Washington, D.C.

Pub Date-78

Note-101p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (040-000-00390-8, $2.75)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adults, Children, *Civil Rights, *Community Health Services, Community Support, *Delivery Systems, *Health Needs, *Mental Health, *Mental Health Programs, Policy Formation, Public Support

Identifiers-*Presidents Commission on Mental Health

The mental health needs and services available in the United States were investigated by the President's Commission on Mental Health. Results indicated that: (1) mental health services are primarily located in urban areas; (2) the needs of racial and cultural minorities, children, adolescents, and older adults are not being met; (3) national policies and delivery systems need to be developed to provide more comprehensive services; and (4) efforts must be conducted to increase public understanding and community support for mental health services. (HLM)

ED 170 628 CG 013 416

Alpert, Judith Landon And Others

Attitudes/Values of Consultant and Consultee in Mental Health Consultation.

Pub Date-78

Note-24p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Consultants, *Counselor Attitudes, Graduate Students, *Helping Relationship, Interaction Process Analysis, *Mental Health Programs, Research Projects, School Psychologists, *Success Factors, Values

Identifiers-Counselor Client Relationship

Selected attitudinal and value characteristics of high and low successful consultants were considered. Consultants (N 12) and consultees (N 15) completed six measures. Consultants were categorized as high or low success of consultants based on the coding of consultants' logs. Results indicate that high and low success consultants do not differ on the selected characteristics, and more successful consultants have consultees who are more authoritarian and dogmatic and are more dissimilar to their consultees in level of dogmatism and reported need for assistance. (Author) in level of dogmatism and reported need for assistance. (Author)

ED 170 629 CG 013 417

Bruce, John Allen

Adolescent Sexuality and Childbearing: A Different Perspective.

Pub Date-78

Note-16p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescents, *Adults, Behavior Patterns, Child Rearing, *Moral Issues, *Pregnant Students, Self Esteem, *Sexuality, Social Attitudes, *Social Responsibility, Student Attitudes, Student Behavior

After a number of years of study by many experts, adolescent sexual intercourse, pregnancy, and childbearing have continued to elude understanding and control. Orthodox students and clinicians have studiously avoided the moral dimensions of such behavior, in spite of the social reality of values and expectations that reject precocious sexuality. Adults must take responsibility for the moral tenor of our society; adolescents should not be subsidized, emotionally or financially, for rejecting these expectations; and counseling and educational strategies should consider the potential contribution of high expectations for adolescent responsibility and personal honor, leading to higher self-esteem and more disciplined sexual expression. (Author)

ED 170 630 CG 013 418

Johnson, Edward E.
Student-Identified Stresses That Relate to College Life.
Pub Date- 78
Note-26p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adjustment Problems, Behavior Patterns, *College Environment, *College Students, Higher Education, Research Projects, *Social Adjustment, *Stress Variables, Student Behavior, *Student College Relationship

Stress-arousing problems related to specific college student characteristics were investigated. Data were collected from 2,408 university undergraduate students during the 1977-1978 academic year, using a one-page instrument which, in addition to the students' responses, afforded information as to their class, major, campus, type of residence, age, race and sex. The following categories emerge from the data as stress-producing factors: instruction, competition, organization of time, adjustment to college, administrative problems, social adjustment, finances in college, housing and transportation. Results also indicate that campus residents have more social adjustment problems than commuters and that, among minority groups, Blacks have more adjustment problems than Hispanic or Asian students. (Author)

ED 170 631 CG 013 422

Nelson, E. Kim And Others

Promising Strategies in Probation and Parole.

Department of Justice, Washington, D.C.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Nov 78
Grant-J-LEAA-76-NI-99-0041
Note-138p.
Available from-Superintendent of Documents, U.S Government Printing Office, Washington, D.C. 20402 (027-000-00706-6)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Community Programs, *Correctional Rehabilitation, Human Services, Organizational Development, *Parole Officers, Prisoners, *Probation Officers, Program Administration, *Rehabilitation Programs

This report is designed to aid probation and parole administrators, planners, program operators, and line staff by highlighting programs and practices throughout the country which appear to have special promise. The scarcity of evaluative data and the limitations inherent in a study of this kind forced heavy reliance on subjective assessments in the selection of programs for inclusion in the report and in the description of those programs. The programs and practices discussed represent a selection which the authors view as especially interesting and worthy of possible emulation elsewhere. The report discusses issues facing community corrections today; identifies promising strategies in the areas of probation intake, diversion or deferred prosecution, parole intake, case classification, residential services, field supervision, and the use of paraprofessionals and volunteers; examines methods used in programs which capitalize on the mobilization and use of community resources; details methods of organizing and delivering services, developing accountability, and measuring performance, with an emphasis on the organizational characteristics of successful agency programs; describes four comprehensive agency programs which seemed of particular interest to both survey respondents and project staff; summarizes the major prescriptive themes developed throughout the report; and comments upon possible futures of community corrections. (Author)

ED 170 632 CG 013 423

Filipczak, James And Others

Social Skills Training in the Community with Behaviorally Disruptive Youth.

Spons Agency-Institute for Behavioral Research, Silver Spring, Md.
Pub Date-78
Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Anti Social Behavior, *Behavior Change, Elementary Secondary Education, *Emotionally Disturbed Children, Environmental Research, *Interpersonal Competence, *Program Validation, Rehabilitation Programs, *School Role, *Social Adjustment

Arguing that research shows that students possessing a number of identifiable social or interpersonal skills function better in school and community settings, this paper proposes that both public and private educational agencies identify relevant social skills for disruptive youth. It further suggests that they provide the training and practice for these behaviors in settings where reinforcement is likely. It describes the operations of a private school for the emotionally handicapped and a similar public school research program. After detailing procedures for developing and validating program objectives, it offers illustrations of methods for specifying the fit between program objectives and student needs. The support systems required for initial training and subsequent maintenance of student learned skills in both the public and private school settings are defined. The report describes evaluation processes from both settings, along with examples of cognitive and behavioral instruments used to ascertain performance change. It cites data that relate changes on student knowledge of behavior principles and show significant differences between experimental and control groups. Less reactive measures (like class grades given by non-program teachers) are also shown to indicate similar treatment group superiority. (Author)

ED 170 633 CG 013 424

McColley, Steven H. Baker, Elgan L.

Training Activities and Difficulties of Beginning Supervisors: A Survey.

Spons Agency-Texas Research Inst. of Mental Sciences, Houston.

Pub Date-1 Sep 78

Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Clinical Professors, Graduate Medical Education, *Graduate Professors, Internship Programs, *Job Training, *Psychotherapy, Research Projects, Supervisors, *Supervisory Training

This survey assessed the role and training of the beginning psychotherapy supervisor. Variables are demographic information, supervisory history and experience, role of supervision in the institution or program, attitudes and approaches towards both therapy and supervision, role as supervisor vis-a-vis the trainee, problems encountered in supervision, and preparation for supervision. Questionnaires were mailed to APA approved graduate training programs (111) and internship sites (121) and filled out by junior staff or faculty with less than two years of experience in psychotherapy supervision. While more than half of the respondents indicate some training in supervision prior to employment, nearly a third had no previous supervised experience of training in providing psychotherapy supervision. Upon employment, most respondents seek and receive consultation on supervision from collegues. A large majority of respondents indicated a need for additional training in supervision, both of a formal and of a supervisory nature. These general findings, as well as more specific findings, are presented and discussed. Reported differences and similarities between graduate schools and internships on the survey variables are also examined and discussed. (Author)

ED 170 634 CG 013 425

Rao, V. V. Prakasa Rao, V. Nandini

Instrumental and Expressive Values in Mate Selection Among Black Students.

Pub Date-19 Oct 78

Note-22p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affection, Behavioral Science Research, *Black Students, Economic Status, *Family Relationship, Higher Education, *Mate Selection, *Parental Background, Security (Psychology), *Sex Differences, *Values

In order to examine the black college student's values toward mate selection, the potential desirable traits of a future spouse were divided into instrumental and expressive traits. Instrumental traits are those which serve the family's essential material needs while expressive traits serve the family's emotional needs. Possible differences by sex, parental education, and parental occupation were investigated. Results showed that black female students tended to give more importance to instrumental values than male students. No differences between male and female students were found in their emphasis on expressive characteristics. Parental education and parental occupation failed to produce any significant differences on the instrumental and expressive traits desired in a potential mate. (Author/LS)

ED 170 635 CG 013 426

Orchowsky, Stan J. Parham, Iris A.

Life Satisfaction in Adulthood: A Sequential Analysis.

Pub Date-Aug 78

Note-18p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Age Differences, *Generation Gap, Psychological Studies, *Quality of Life, Racial Attitudes, Sequential Approach, *Sociocultural Patterns, *Time Perspective

The relative impact of ontogenetic and sociocultural change on life satisfaction over the adult age-span (ages 30-73) is investigated. Independent random-sampling data are examined for changes occurring over a four-year period, with tests administered in 1973 and 1977. The results of an age x time measurement x race time-sequential analysis and a cohort x time of measurement x race cross-sequential analysis reveal that generational differences can account for a greater proportion of the variability in life satisfaction than can age differences. Racial differences and time of measurement differences in life satisfaction also are examined. The implications of the findings for future research in the area are discussed. (Author)

ED 170 636 CG 013 427

Part 9: Family Educational Rights and Privacy Act of 1974; Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 15. (August 2, 1977).

Congress of the U.S., Washington, D.C. House.
Pub Date-2 Aug 77
Note-200p.; Not available in paper copy due to marginal legibility
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Personnel, *Confidential Records, *Educational Legislation, Elementary Secondary Education, *Family School Relationship, *Parents, *Students
Identifiers-*Family Educational Rights and Privacy Act

This House of Representatives subcommittee hearing report considers the extension of the Family Educational Rights and Privacy Act, commonly referred to as the Buckley amendment. Statements, letters, and supplemental materials favorable to the act, with suggestions for future improvement, come from government administrators and a national citizens group, while unfavorable comments come from both students and higher education administrators. The appendices include the act, its rules and regulations, the commission's recommendations, and a miscellany of letters and statements. (LS)

ED 170 637 CG 013 428

Link, William E. And Others

Facts About Drug Abuse: Trainer's Manual.

National Drug Abuse Center for Training and Resource Development, Gaithersburg, Md.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Report No.-NDACTRD-79-FADA-043T
Pub Date-Nov 77
Contract-271-75-4018; 271-78-4600
Note-413p.; Pages III 37-51 not filmed due to copyright; For related document see CG 013 429 ; Missing page numbers of original document indicate blank pages
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-Alcohol Education, Course Content, *Drug Education, Health Education, *Instructional Materials, Narcotics, *Program Evaluation, *Trainers, *Training Techniques

Following an introductory survey of the course, this modular drug abuse trainer's manual contains all course-specified materials. These materials are: the course goals and objectives; time/activity sheets; trainer guidelines, process notes, and exercise instructions; detailed lectures and supplementary information. The time/activity sheets contain the training schedule with time allocations, training tasks with the materials and equipment needed, training activities that specify expected trainer and trainee behaviors, and logistical details. Actual course topic areas are: historical evolution of drug use; types of drugs; drug effects; alcohol and marihuana; social and legal responses to drug use; treatment efforts; drug myths; drug dependence; the evolution of polydrug abuse; and the roles of families, schools, communities and peer groups related to drug abuse prevention. Additional items discuss feedback and evaluation by trainers. (LS)

ED 170 638 CG 013 429

Bauman, Ann R., Comp.

Training of Trainers: Resource Manual. Revised.

National Drug Abuse Center for Training and Resource Development, Gaithersburg, Md.

Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.

Report No.-NDACTRD-79-TOT-021P

Pub Date-May 77

Contract-271-75-4018; 271-78-4600

Note-706p.; Missing page numbers of original document indicate blank pages ; For related document see CG 013 428

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF04/PC29 Plus Postage.

Descriptors-Adult Education, Course Content, Evaluation Methods, Group Dynamics, *Instructional Materials, Intervention, *Programs, *Skill Development, *Trainers, *Training Techniques

Identifiers-*Training of Trainers

This basic course is designed for persons who have been involved in training but who lack apprenticeship in training theory, design, and delivery. The purpose of the course is to increase participants' knowledge of the following areas and skills: learning theory, group process, needs assessment, writing training goals and behavioral objectives, selecting curriculum, designing training sessions, delivering training sessions, evaluating training, making interventions, and adapting training materials. The training strategy combines didactic instruction and experiential learning with such varied training methods as lectures, demonstrations, task-group exercises, guided group discussions, and individual reading assignments. Learning activities are designed to facilitate large-group and small-group interactions and to provide trainees with an opportunity to practice skills they can use on the job. Each module provides new information to be presented, analyzed, and applied in practice sessions. The evaluation methodology incorporates written objective tests, simulations, trainer self-evaluations, and trainee feedback. The manual contains not only the course content but charts and forms for each module, task performance guidelines, materials and handouts related to the lectures, a bibliography and a glossary. (Author/LS)

ED 170 639 CG 013 430

Miller, Arden

A Methodology for Evaluation Research on Introductory Psychology Subject Pools.

Pub Date-78

Note-25p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, Course Objectives, Educational Research, *Ethics, *Evaluation Methods, *Experimental Psychology, Higher Education, *Research Problems, *Student Research, Validity

Recent research indicates that introductory psychology college students continue to be the primary source of subjects for psychological research. This extensive use of involuntary subjects in a required service subject pool raises numerous important questions for science and for educational and professional ethics. A general overview of research relevant to the attainment of the goals associated with these questions is presented. To resolve such questions, it is suggested that the principles and practices of evaluation research be applied, to produce a comprehensive assessment of the effectiveness and general impact of the extensive use of introductory psychology students. A decision-theoretical method for such an evaluation is outlined. (Author)

ED 170 640 CG 013 431

Masson, Michael E. J.

Factor Analysis and Cognition: A Study of Memory Processes.

Pub Date-Aug 78

Note-7p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Associative Learning, Cluster Analysis, *Cognitive Processes, *Factor Analysis, Learning Processes, *Memory, Psychological Tests, Research Projects, *Sequential Learning, *Visual Learning

A battery of memory tests was administered to 243 male university students. Factor analysis with oblique rotation of factors revealed five factors: (1) associative memory (particularly important in paired-associate tests), (2) short-term visual memory (the ability to derive information from briefly presented visual displays), (3) meaningful memory (based on vocabulary and memory for text material), (4) visual memory (defined by memory tests involving geometric figures), and (5) span memory (the ability to remember a short series of items in their presented order). Second order factoring produced two factors strategic memory (defined by associative, meaningful, and visual memory); and nonstrategic memory (defined by short-term visual and span memory). Tests loading on the strategic memory factor afforded the use of various processing strategies while tests loading on the nonstrategic factor did not provide much opportunity for the use of strategic processing. Cluster analysis of subjects produced five categories, three of which had fairly uniform score profiles across the five first order memory factors. The remaining two groups had profiles that exhibited good short-term visual and span memory abilities, relative to other memory abilities. General results support the second order factor analysis and the distinction between strategic and nonstrategic memory abilities and tasks. (Author)

Flay, Brian R.
A Catastrophe Theory Model of Attitude Change.

Pub Date-Aug 78
Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bias, *Changing Attitudes, *Communication (Thought Transfer), *Credibility, *Information Theory, *Motivation Techniques, *Persuasive Discourse, Self Concept, Speech Skills, Verbal Communication
Identifiers-*Catastrophe Theory

Within the large body of literature on attitude change, many diverse and sometimes apparently conflicting findings have been reported. A catastrophe theory model of attitude change that attempts to synthesize many of these diverse findings is proposed. Attitude change is usually monotonic with message content or the strength of the persuasion attempt, although not always isomorphic with it, suggesting message strength as a normal factor. When commitment to a prior attitudinal position is high, attitudes are usually extreme and bimodal, suggesting commitment as a splitting factor. It has been reliably found that a message from a source of high credibility (or any other acceptance cue) will produce greater attitude change than a message from a source of low credibility (or any other rejection or discounting cue). A derogatory message or source (or any other reactance cue) tends to produce attitude change in the direction opposite to that intended by the message. These findings can be accounted for a bias factor to represent any message acceptance or rejection cues. Ego-involvement, which is associated with a tri-modal attitudinal response surface involving latitudes of acceptance, rejection, and noncommitment, is suggested as a fourth factor to form a butterfly model. (Author)

ED 170 642 CG 013 433

Baron, Michael

Journal Keeping, Self-Evaluation, and Self-Actualization.

Pub Date-1 Sep 78
Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Changing Attitudes, *College Students, Comparative Analysis, *Diaries, Higher Education, *Psychological Characteristics, Psychotherapy, *Self Actualization, *Self Evaluation, Semantic Differential, *Sex Differences

Recognizing the widespread use of journal keeping, divergent views of the process, and the dearth of formal attempts to study this process, this study determined the cumulative (post-28 days) and immediate (daily) effects of unstructured (journal) and structured (bipolar checklist) self-evaluative writing upon self-evaluation and self-actualization of male and female college students. Subjects were 78 (39 men, 39 women) college student volunteers, assigned to one of five groups. Pretests and posttests to measure cumulative effects formed a semantic differential to assess self-evaluation and the Personal Orientation Inventory to assess self-actualization. The daily semantic differentials of groups Jo-DSD and DSD were compared to detect the immediate effects of journal keeping upon self-evaluation. Major findings were that: (1) journal keeping did not yield statistically significant immediate or cumulative effects upon self-evaluation or self-actualization; (2) journal keepers rated themselves more in direction of freedom from conflict; (3) journal keeping effects are more likely to be immediate and transitory and cumulative; (4) structured bipolar checklist keeping may have a greater impact than unstructured journal keeping; (5) on a daily basis, men tended to evaluate themselves more positively than women; and (6) self-evaluations at pre- and posttesting were higher than during the intervening 28 days. (Author)

Engel, Emily And Others

Why Have a Traumatic Time Creating an Accountable Developmental Guidance Program When Someone Else Already Had That Particular Nervous Breakdown?

Pub Date-23 Mar 78
Note-83p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Washington, DC, March 19-23, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Accountability, *Counselor Evaluation, Counselors, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Guidance Services, Program Validation, Pupil Personnel Services, *School Surveys

After surveying the nationwide trend toward reduction and re-evaluation of counselors, this report traces the development of a guidance program accountability evaluation process. The history, a basic definition and rationale of the program, and its goals are described.

Various assessment tools, data evaluation and the resulting suggestions and programs form the remainder of the report. Such programs include cooperative planning and scheduling, the full staff life skills curriculum program, role definition, and the grouping of guidance responsibilities into the four areas of curriculum-based, individual development, on-call/responsive services, and systems support. The model described was developed by staff concerned over a formal evaluation of their guidance program by New Mexico State University which indicated many dissatisfactions with their program. Ongoing evaluation by staff indicated that changes made in the guidance program were favorably received by staff, students and parents. (LJS)

ED 170 644 CG 013 435

Peabody, Ann Gelso, Charles

Counselors' Theoretical Orientations at the Counseling Center. Research Report Maryland Univ., College Park. Counseling Center.

Pub Date- 77

Note-29p.; Not available in hard copy due to marginal legibility

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Counselor Characteristics, Counselors, *Guidance Personnel, Higher Education, *Individual Characteristics, *Orientation, *Personnel Evaluation, Research Projects, Student Personnel Workers, *Theories

Identifiers-*Therapist Orientation Questionnaire

Analyses of the University of Maryland Counseling Center staff's theoretical orientation were performed, taken both as a whole and individually, and noting the differences among full-time senior staff, part-time staff, and interns. The Therapist Orientation Questionnaire (TOQ) reveals a staff trend toward a ``relationship therapy'' where the counselor is active, directive, and planful, focusing more on clients' interpersonal behavior than intrapsychic events. Despite a belief in treatment formulation based on psychopathology, their actual orientation tends toward the non psychoanalytic. Such trends are more applicable to the part-time and associate staff and interns. In contrast, the senior staff appear more psychoanalytically oriented, less active-directive, and less optimistic about the ``nature of man.'' (Author/LJS)

ED 170 645 CG 013 436

Byers, E. Sandra And Others
Relationship Between Degree of Sexual Assault, Antecent Conditions, and Victim-Offender Relationship.
Pub Date Aug 77
Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Anti Social Behavior, Environmental Influences, *Females, *Interpersonal Relationship, *Rape, *Relationship, Research Projects, *Social Problems
Identifiers-*Victims

The incidence of sexual assault among 800 randomly selected university women is examined. Four degrees of sexual assault are defined: forceable intercourse, forceable attempted intercourse, forceable petting, and forceable necking. The incidence of sexual assault, the antecedent conditions to the assault, and the type of victim-offender relationship prior to the assault are the particular foci of the research. Thirty-eight percent of respondents had been victims of sexual assault, of whom 77% reported one or more incidents of attempted intercourse or intercourse against their will. Of the offenders, 86% were previously known to the victim. Sexual assault constitutes a serious societal and mental health problem. Studies based on police reports and those restricted to rape victims only are inadequate, due to the numerous inconsistencies with the present findings. Suggestions are provided for research aimed at developing effective prevention strategies. (Author)

Conyne, Robert K.
Intervention and Evaluation in Campus Environmental Assessment: A Description of One Project.
Pub Date-Sep 78
Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies, *College Environment, *College Students, Educational Psychology, Environmental Influences, Higher Education, *Intervention, *Stress Variables, *Student Personnel Services
Identifiers-*Semester Break

This paper addresses issues related to the evaluation of campus environmental assessment interventions. It contains a brief historical review of the four-year environmental assessment project at Illinois State University and places the evaluation activity within that context. This evaluation was conducted to determine the effects of a mid-semester break (environmental assessment intervention) which was inserted into the academic calendar to prevent unnecessary stress, tension, sickness, and boredom. The majority of the paper describes the evaluation activity itself, including its goals, methodology, and results. A reflective analysis related to program evaluation in environmental assessment projects concludes this paper, with specific suggestions for future action. (Author)

Feinberg, Jean Haskell
Humanistic Approaches to Teaching and Learning: Focus on Adults.
Pub Date-28 Aug 78
Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Basic Education, *Adult Education, Adults, *Basic Skills, *Educational Programs, Elementary Secondary Education, *Humanistic Education, *Learning Processes, Program Descriptions, Teaching Styles

During its infancy period, humanistic education was strongly influenced and nurtured by T-Group and Human Relations Training, along with the personal growth and encounter activities of the human potential movement. As it moved into childhood, humanistic education recognized the need for more practical methods of implementing its new ideas and adopted a wealth of activities, including values clarification, role play, fantasy, Gestalt therapy, and a broad range of communication skills, designed to incorporate an affective component into the classroom. As humanistic education becomes a young adult, its methods are being incorporated into the teaching of basic skills and integrated into a broad range of educational programs for adults. (Author)

ED 170 648 CG 013 439

Pancoast, Diane L.
A Method of Assisting Natural Helping Networks.
Pub Date-Aug 78
Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Health Services, Community Support, Consultants, *Consultation Programs, Counselor Role, Counselors, *Delivery Systems, *Helping Relationship, Leadership Responsibility, *Mental Health Programs, *Networks, Program Descriptions

There is evidence that informal caregiving systems, called natural helping networks, already carry much of the service load of community mental health services, and need to be strengthened to provide even more. Social network analysis is a useful tool for understanding how these informal mechanisms operate, as well as the way in which some professionals have begun to develop intervention techniques aimed at helping individuals improve the functioning of their personal networks. Social networks address the following areas of concern: (1) identification of fairly dense clusters of relationships based on residential proximity, working together, a common interest or problem, kinship, and a host of other linkages; (2) the findings of individuals who are especially important to the other members, i.e., central figures; and (3) the development of techniques for identifying central figures which can be applied in a variety of settings, using a modified consultation model, which is presented and compared to other forms of intervention such as training. (Author)

ED 170 649 CG 013 440

O'Hare, Christopher

Impact of Therapist Self-Disclosure.

Pub Date-Aug 78

Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns, College Students, *Counselor Performance, *Disclosure, *Helping Relationship, Interaction Process Analysis, Interviews, *Psychotherapy, Research Projects, *Therapists

The effects of first-session interviewer self-disclosures that differed in three levels of intimacy low, medium and high and three kinds of temporal focus historical (past tense and external to the interview process), current (present tense and external to the interview process), and existential in which the interviewer disclosed immediate personal experiences of the subject to the subject were investigated by a therapy analogue study. A trend analysis indicated that: (1) medium intimacy interviewer disclosures tended to be most facilitative of percentage of emitted subject disclosures and level of subject problem expression; (2) the three temporal focuses showed no significant main effect; and (3) existential disclosures tended to be most facilitative. (Author)

ED 170 650 CG 013 441

Casler, Lawrence

Hypnosis as a Tool in Parapsychological Research.

Pub Date-20 Oct 78

Note-6p.; Paper presented at the Annual Convention of the Genesee Valley Psychological Association (5th, Rochester, New York, October 20, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns, College Students, *Hypnosis, *Psychological Patterns, Psychological Studies, *Reactive Behavior

Identifiers-*Extrasensory Perception, *Parapsychology

The existence of extrasensory perception (ESP) among volunteer college students was investigated in numerous studies, under hypnotic and non-hypnotic conditions. Study results indicate that: (1) some types of suggestions administered in a hypnotic context appear to facilitate extrasensory perception; (2) strong ESP suggestions administered without a formal hypnotic induction procedure also increase the level of scoring, but to a lesser degree than when administered to hypnotized subjects; (3) depth of hypnosis appears to be unrelated to the success of the hypnotic suggestions for improved ESP performance; and (4) it is unclear whether hypnosis alone results in a higher level of ESP performance. (Author/HLM)

Braff, Jeraldine

A Review of the Research on the Prediction of Dangerousness.

Pub Date-20 Oct 78

Note-15p.; Paper presented at the Annual Convention of the Genesee Valley Psychological Association (5th, Rochester, New York, October 20, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Anti Social Behavior, *Behavior Patterns, Criminals, *Maladjustment, *Mental Health, *Mental Illness, Patients (Persons), *Predictive Validity, Psychological Evaluation, Psychological Studies, Violence

Identifiers-*Dangerousness

An overview of research focused on the prediction of dangerous behavior among criminals and mental health patients is presented. Studies (N 3) conducted by the Bureau of Special Projects Research, New York Department of Mental Hygiene are described, as well as studies providing evidence on clinical and statistical predictions. The findings of these studies address the following areas of concern: (1) the inability of clinicians to achieve a level of prediction which exceeds the level obtainable strictly by chance; (2) the vast overprediction of dangerous behavior; and (3) the superiority of statistical predictions in determining the potential extent of dangerous behavior. (Author/HLM)

ED 170 652 CG 013 443

Hundleby, John D.

Using Other Behaviors in the Study of Adolescent Drug Usage.

Guelph Univ. (Ontario).

Spons Agency-Department of National Health and Welfare, Ottawa (Ontario).

Pub Date-31 Aug 78

Grant-1212-5-126

Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescents, Behavioral Science Research, *Behavior Patterns, *Behavior Problems, *Drug Abuse, Foreign Countries, Research Projects, *Student Attitudes, *Student Behavior

Identifiers-*Canada

The association between usage of alcohol, cigarettes, marijuana and other behaviors was investigated among ninth graders in 40 schools in Ontario. A sample of 1008 boys and 1040 girls gave information on a range of behaviors and activities. Results indicated that drug usage was strongly associated with delinquent, sexual and social behavior. Both the lower and negative associations were found with achievement and religious behavior. (Author)

ED 170 653 CG 013 444

Fleischer, Mitchell

Effects of Site Visits on Innovation Adoption.

Pub Date-Aug 78
Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adoption (Ideas), *Change Strategies, Community Health Services, *Counselor Attitudes, *Hospital Personnel, *Innovation, *Mental Health Programs, Off the Job Training, Psychiatric Hospitals, Reactive Behavior, Training Techniques

An attempt to increase adoption of the Community Lodge program through the use of a site visit was investigated. The sample of 24 state mental hospitals agreed to have a workshop about the Lodge. At the conclusion of the workshop, 12 of the hospitals were told they would have the opportunity to send one staff member on an expense-paid site visit, to occur within about one month after the workshop. A cluster analysis indicated that: (1) three months after the workshop, uncertainty was significantly lower among staff at site visit hospitals; (2) program adoption did not increase after one year of follow-up; and (3) both uncertainty and discussion about the program were highly related to movement toward adoption. (Author)

ED 170 654 CG 013 445

Knauf, Janine Benson, Purnell

A Peer-Rating Information System.

Pub Date-1 Jul 78
Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business Education, *Computer Oriented Programs, *Evaluation Methods, *Grade Equivalent Scores, *Grading, Graduate Students, Higher Education, *Peer Evaluation, *Rating Scales
Identifiers-*PEERRATE

A peer-rating information system, designed to assess the ratings which peers make of each other's performance, is presented. An application of the computerized rating program, PEERRATE, to a graduate business course is described. Special features of the program are that: (1) rater bias is removed by considering only the intervals made by the rater between ratees; (2) these paired differences are averaged by Mosteller's procedure for combining incomplete pair comparisons; (3) an interactive procedure permits conversion of all ratings to a common scale unit; and (4) two types of interior ratings, peer and instructor, are available. (Author/HLM)

Finn, Peter And Others
Dial A-L-C-O-H-O-L and Jackson Junior High: Adult Group Leader Guide.
Abt Associates, Inc. Cambridge, Mass.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.; Office of Education (DHEW), Washington, D.C. Div. of Educational Technology.
Pub Date-77
Note-53p.; Films not included
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01773-3)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education, Adults, *Alcohol Education, *Behavior Patterns, *Drinking, *Drug Abuse, Group Counseling, Instructional Films, Instructional Media, Secondary Education, *Social Attitudes

This guide is designed to assist those helping professionals who work with adults in the area of alcohol education. Although originally developed for use with junior and senior high school students, the materials presented contain pertinent information about alcohol use, deal with significant issues related to alcohol abuse, and provide examples of behavior associated with drinking. Although the films which accompany this guide are not included, synopses of the films are provided together with sufficient information to make this guide a useful educational tool by itself. The content of the guide is organized in the following manner: (1) learning activities with foci on previews, highlights, and follow-up procedures; (2) information about alcohol and alcohol education; and (3) resources for obtaining further information about alcohol and alcohol education. (Author/HLM)

ED 170 656 CG 013 451

Maslin, Bonnie And Others
Para-Professionals: Role Identity and Conflict.
Pub Date-Sep 78
Note-18p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Responsibility, Elementary Secondary Education, *Interpersonal Relationship, *Paraprofessional School Personnel, Professional Personnel, Remedial Reading Programs, *Role Perception, Staff Improvement, *Standards, Task Performance, *Teacher Attitudes, *Teacher Responsibility

The views of teachers and paraprofessionals regarding the role of paraprofessionals within an individualized remedial reading program in a New York inner-city school district were examined. Two rank order scales (Part I and 2) were utilized to determine the existence of these differences. Rank order correlations indicated that agreement of teachers and paraprofessionals about the "Qualities and/or Attributes" (Part I) a paraprofessional should possess proved significant. Disagreement on the "Functions and Responsibilities" (Part 2) were noted. Through use of chi square analysis, the particular items contributing significantly to these differences were isolated, including sharing responsibility for classroom management and planning classroom activities. (Author)

ED 170 657 CG 013 458

McConnel, Charles E. Lenet, Joseph

A Statistical Theory of Age-Discrimination in Employment.

Pub Date-Nov 78

Note-22p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Groups, Civil Rights, *Employment Trends, *Equal Opportunities (Jobs), Labor Market, *Manpower Utilization, *Middle Aged, *Social Discrimination, Theories, *Unemployed

A tentative theory of age-discrimination is indirectly tested through labor statistics concerning the duration of unemployment. After first reviewing the inadequacies and inapplicability of sex and race discrimination hypotheses derived from the conventional economic models, this analysis synthesizes statistical models of discrimination to explain the negative correlation between age and the duration of unemployment. Under a quasi-experimental model for the varying levels of overall economic activity over the period studied, a statistical explanation is provided for the relative stability in age-related unemployment duration differences and a paradoxical relationship to the general unemployment rate. (Author)

ED 170 658 CG 013 459

Holtzman, Joseph M. Beck, James D.
The Impact of Medical and Dental Education on Student's Attitudes Toward the Aged.
Pub Date-Nov 78
Note-26p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Dental Schools, *Educational Gerontology, *Geriatrics, *Health Personnel, Higher Education, *Medical Education, Medical Students, Older Adults, *Professional Education, Research Projects, *Student Attitudes

The need for the incorporation of training in geriatrics and gerontology into basic medical and dental education has recently been recognized. Existing studies which attempt to measure the attitudes of medical and dental students toward the aged are extremely limited. As part of a larger study of attitudes and knowledge among 500 health workers, the attitudes and knowledge of over 275 dental and medical students are examined, at different stages in their professional education, using Rosencranz and McNevin's ``Aging Semantic Differential'' and Palmore's ``Short Quiz on Facts on Aging.'' The course of medical and dental education displays no significant deterioration or improvement in attitudes toward the aged. Multivariate analysis reveals a complex relationship between knowledge and attitude scores. Preliminary findings suggest that technically oriented professional education may have little impact on student attitudes. (Author)

ED 170 659 CG 013 461

Camp, Bonnie W. Bash, Mary A.
The Classroom Think Aloud'' Program.
Colorado Univ., Denver. Medical Center.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-29 Aug 78
Grant-NIMH-MK-2047-356
Note-8p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Figure 1 reproduced with permission from Plenum Press
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change, *Children, *Inservice Teacher Education, *Modeling (Psychological), Primary Education, *Problem Solving, Skill Development, Teachers, *Teaching Techniques, Verbal Learning
Identifiers-*Think Aloud

This program adapts the Think Aloud method, originally designed to assist young aggressive boys in achieving greater self-control, to improve problem-solving skills among first and second graders. Modeling of self-instructional verbalizations is used to teach children a systematic approach to analyzing a problem, planning an attack and evaluating outcomes. The classroom version concentrates on cognitive and academic problem situations. Fourteen randomly-assigned first- and second-grade classrooms received the Think Aloud program in one of three waves. All were pretested on the Raven Progressive Matrices, and children from each class were randomly assigned for retesting at the end of each wave. Fourteen regular classroom teachers learned to use the Think Aloud'' techniques for their entire classrooms. The process of modeling self-verbalizations was explained, demonstrated, and role-played in a preliminary session without pupils present. Teachers then observed a staff assistant introduce the program to the class. For one month, the regular teacher and staff assistant observed or taught Think Aloud to the class on alternate days. After teachers became comfortable with the program, they were encouraged to transfer the techniques from project materials to regular academic material. The presentation includes the program description and a brief video-tape of the program in action, a discussion of teaching it to regular classroom teachers, and results of cognitive test performance. (Author/LS)

ED 170 660 CG 013 462

Daum, Menachem

The Correlates and Dimensions of Age Identification.

New York City Dept. for the Aging, N.Y.

Spons Agency-Administration on Aging (DHEW), Washington, D.C.

Pub Date-17 Nov 78

Grant-HEW-90-A-930

Note-25p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age, Attitudes, *Health, Identification, *Individual Psychology, *Older Adults, Psychological Testing, *Quality of Life, Role Theory, *Self Concept

A review of the age identification literature suggests older identifiers to be chronologically older and to perceive their health and morale less positively. Most studies examining other correlates fail to control for age or health. The correlates of age identification are examined in a group of 200 workers, aged 55 and over, who predominantly perceived their health as positive. Few of the demographic, physical, interpersonal, attitudinal, or work-related variables examined related to age identification. In the area of psychological well-being, older identifiers have higher levels of life satisfaction and self-perceived happiness. An older age identification does reflect self-perceptions of oneself as less active and less potent. However, on the evaluative dimension which is indicative of self-esteem, no relationship is found with age identification. The findings question the widespread assumption that a youthful age identification is an essential requirement of successful aging. (Author)

ED 170 661 CG 0 3 463

Rotatori, Anthony F. And Others

Multicomponent Behavioral Program for Achieving Weight Loss in the Adult Retarded.

Pub Date- 78

Note-16p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adults, *Behavior Change, *Body Weight, Habit Formation, Health Programs, *Mentally Handicapped, Mental Retardation, *Self Care Skills, Therapy, *Trainable Mentally Handicapped

Identifiers-*Obesity

To test the effectiveness of behavioral approaches to weight control, 18 adult mentally retarded subjects were randomly assigned to a behavioral therapy or to a no-treatment control group. Behavioral therapy involved exposure to external and self reinforcement, stimulus control, simplified monitoring and recording, and energy expenditure procedures over a seven-week training period. The behavioral therapy subjects lost significantly more weight than the no-treatment control group. After the end of the training period, the behavior therapy subjects were exposed to a six-week maintenance program. (Author/LS)

ED 170 662 CG 013 464

Management Skills for Alcohol Program Administrators; Participant Workbook.

National Center for Alcohol Education, Arlington, Va.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Report No.-DHEW-ADM-78-720
Pub Date-Aug 78
Contract-ADM-281-75-0013
Note-185p.; For related document see CG 013 465
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (017-024-00818-4)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Administrative Personnel, Adult Education, Agencies, *Alcohol Education, Health Personnel, Instructional Materials, *Management Education, *Program Planning, *Skill Development

This participant's workbook provides references and handouts used in the preparation and delivery of the management skills training sessions designed to upgrade the skills and performance of managerial personnel in the alcoholism field. The curriculum consists of an orientation and overview, the group process, management and change, the planning process, director and board relationships, planning for change, funding sources, selected aspects of financial management, organization structure and position descriptions, personnel evaluation and supervision, appraisal interviews and staff development, information gathering and decision making, individual planning and closing activities. The course is designed for flexibility as a result of national field testing. (LS)

ED 170 663 CG 013 465

Management Skills for Alcohol Program Administrators; Trainer Manual.
National Center for Alcohol Education, Arlington, Va.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Report No.-DHEW-ADM-78-719
Pub Date-Aug 78
Contract-ADM-281-75-0013
Note-208p.; For related documents see CG 013 464
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (017-024-00819-2)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Agencies, *Alcohol Education, *Health Personnel, *Management Education, Program Planning, *Skill Development, *Teaching Methods, *Trainers

This trainer's manual contains complete instructions and resource references for delivering the management skills program designed to upgrade the skills and performance of managerial personnel in the alcoholism field. It provides four areas of information: (1) course content and methodology, target audience, assumptions and suggestions; (2) adaptation suggestions; (3) session instructions and suggestions; (4) sample forms and materials. The curriculum consists of an orientation and overview, the group process, management and change, the planning process, director and board relationships, planning for change, funding sources, selected aspects of financial management, organization structure and position descriptions, personnel evaluation and supervision, appraisal interviews and staff development, information gathering and decision making, individual planning and closing activities. The course is designed for flexibility as a result of national field testing. (LS)

ED 170 664 CG 013 466

Sadowski, Bernard S.

An Approach to Curriculum Development: Interfacing Senior Centers and Community Colleges.

Pub Date- 77

Note-25p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Education, *Community Colleges, *Curriculum Development, Educational Gerontology, *Interviews, Neighborhood Centers, Postsecondary Education, Research Projects, *Retirement, *Senior Citizens

Senior citizens between the ages 60-72 most want to attend a community college according to a series of interviews among 100 members 60 years and older, of Seattle, Washington-based senior centers. A semantic differential technique evaluated the concepts of community college, classroom and senior center. Members evaluated the concept ``community college'' as neutral, while the concepts of ``senior center'' and ``classroom'' were beneficial, although they indicated that they were likely to want to attend community college. Ninety-three percent of those who had prior college experience said they would attend. The overall results appear to support the maxim that education tends to beget more education. (Author/BH)

Schuh, John H. And Others
An Evaluation of Life in the Indiana University Residence Halls From an Ecosystem Perspective.
Indiana Univ., Bloomington.
Pub Date- 78
Note-17p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Environment, *College Housing, College Students, *Dormitories, Higher Education, Research Projects, *Resident Students, *Student Needs
Identifiers-*Ecosystem Model, *Indiana University

College students do not wish to live in a 24-hour quiet environment. The dormitory residents at Indiana University responded to a 30-item questionnaire constructed by a planning team from the Office of Residence Life. Their responses to each item are recorded and those with higher means are positively endorsed. Results of the survey were tabulated, by residence hall, and given back to the Coordinators of these units who were then responsible for developing a plan for change. It is presumed the long term results of this project will include a number of changes within each of the residence areas. A complete copy of the questionnaire is included, and though school specific, it could be adapted elsewhere. (BP)

ED 170 666 CG 013 468

Slotnick, Robert S. Jeger, Abraham M.

Barriers to Deinstitutionalization: Social Systems Influences on Environmental Design Interventions.

Pub Date-31 Aug 78

Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Change, Community Attitudes, *Institutionalized Persons, Mental Illness, *Psychiatric Hospitals, *Residential Centers, *Social Attitudes, Systems Analysis, *Transfer of Training

Identifiers-*Deinstitutionalization

Recent years have witnessed a broadening of the role of the behavior modifier to that of environmental designer'' and institutional change agent. As deinstitutionalization policies have been mandated across the country, a major challenge for institutional behavioral programs has been brought to the surface i.e., generalization and transfer of skills from hospital to community. Viewed within the broader environmental design context, this task has been complicated by a new set of systems variables, which serve as barriers to deinstitutionalization. Identified and discussed are 23 distinct barriers to deinstitutionalization. These barriers are conceptualized within a five-stage hierarchical level of environmental design interventions individual/family, organizational, community, institutional and societal/ideological. Additionally, the results of a study which employed an instrument designed on the basis of this conceptualization to assess resistance to deinstitutionalization are reported. (Author)

ED 170 667 CG 013 469

Clamar, Aphrodite J.

Male Therapists and the Empty Couch'' Syndrome.

Pub Date-26 Aug 78

Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Change, *Feminism, *Psychotherapy, *Role Models, Sex Role, *Sex Stereotypes, Social Change, Therapeutic Environment, *Therapists

Identifiers-*Counselor Client Relationship

Increasing numbers of women are turning to women therapists for help in meeting their psychological problems, causing an empty couch syndrome'' among male therapists who have long dominated the field. Women do not necessarily make better therapists, and the sex of the therapist is not the most important factor in predicting success or failure for the patient, but there are basic, important differences between male and female therapists. The subject has major economic importance to psychologists, because women constitute the major portion of the patient population, according to the National Institute of Mental Health. Reasons for the empty couch syndrome,'' drawing on women's changing perceptions, roles and expectations, are lessening of the Freudian influence, downgrading of male experts, preference for a therapist with no sexual appeal, acknowledgement of women's long-repressed resentments toward males, and concerted effort by women to break the standard sex role stereotypes. Women therapists are encouraged to guard against becoming sexist in their own way, while remaining flexible and open to all possible lifestyles and options for their patients. (Author)

ED 170 668 CG 013 471

Danis, Benjamin G.

Stress in Individuals Caring for Ill Elderly Relatives.

Pub Date-Nov 78
Note-12p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Day Care, *Family Problems, *Health, *Older Adults, Psychological Patterns, Research Projects, *Senior Citizens, *Social Responsibility, *Stress Variables
Identifiers-*Care Givers

Care-givers, as a group, generally fare physically and emotionally as well or better than the population at large, at least in the early stages of their elderly relative's convalescent period. Fifty-one care-givers discussed their physical and emotional symptoms just as their relative was being discharged from a health facility and two months later. From this time-limited study it was possible to isolate restricted mobility the feeling of being tied down'' as a major problem experienced by care-givers across all socioeconomic groups. This indicates a need for respite services which would periodically relieve the demands on care-givers and allow them necessary time for themselves. (BP)

Gerstmann, Timothy K.
Transfer Policies, Career, and Family: Are They Compatible?
Pub Date-19 Oct 78
Note-15p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Development, *Career Planning, Family Life, *Family Mobility, Family Problems, *Marital Instability, *Occupational Mobility, *Promotion (Occupational), Research Projects, *Stress Variables

The effects of business transfers on families were studied through family impact analysis. A small sample (10 couples) of dual-career and dual-worker couples was utilized for the project. The sample was unusual in that both partners were employed by the same company. Four areas were examined for possible impacts of a transfer on the family: family structure, family organization, kin and community relations, and economic situation. It was found that family organization adjusts to the work situation. Children are planned to arrive at convenient points in the career, or not at all. Moves are made for sake of the career, but rarely for other reasons. No positive impacts for the family are seen in transferring, but there are definite disadvantages. Work is perceived by the respondents to be a major factor influencing the quality of life. Those transferring tend to be more isolated in kin and community relations. As well, those transferring tend to be paid higher salaries, although there are other factors involved in this relationship. (Author)

ED 170 670 CG 013 473

Duffy, Michael Weinstein, Claire E.

Architectural Design Characteristics of Public Housing and Well-Being of the Elderly.

Pub Date-78

Note-15p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Architectural Research, Architecture, *Building Design, *Environmental Influences, Life Style, *Older Adults, *Physical Environment, Senior Citizens, *Social Behavior

Identifiers-*Cornell Medical Index Health Questionnaire, *Philadelphia Geriatric Center Morale Scale

The physical environment can measurably affect behavior and psychological well-being. This is critical in the case of older persons who are more environmentally vulnerable than the young due to limited financial resources and decreased mobility. A group of 91 olderly residents in multi-story private and public housing participated in this study. Specific design factors investigated were: type of housing, floor level, distance to elevators, number of bedrooms, length of corridor and position on corridor. These factors were examined in relationship to several theoretically-relevant dependent measures: social engagement, morale, physical and emotional health. Multiple regression analyses revealed several significant relationships. Living on short corridors was related to increased social interaction. Persons living at the ends of corridors were higher in morale. Proximity to elevators was positively related to the proximity of close friends. Home-owners and apartment-dwellers had more social roles and realtionships than persons living in rented houses. Findings suggest a human factors focus in architectural planning for the elderly. (Author)

ED 170 671 CG 013 474

Robertson, Ellen E.
Effect of Parent Training on Teenage Mothers.
Pub Date-Dec 78
Note-101p.; Ph.D. Dissertation, Walden University; Some pages marginally legible due to print quality
Pub Type- Dissertations/Theses (040) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adolescents, Child Development, Child Rearing, *Language Development, *Mothers, *Parent Child Relationship, *Parenthood Education, *Parent Role, Research Projects, *Teenagers

Parent training on a daily basis has a positive effect on the number of verbal interactions between mother and infant. However, parent training did not seem to be a factor influencing the social-emotional and physical development activities of the teenage mothers in this study. Three groups of teenage mothers were observed with their infants in two different sessions. Group A participated in daily parent training classes. Group B received weekly parent training at home and Group C received no parent training. The weekly training had no effect on the number of interactions in either the verbal or nonverbal areas. However, the factor that had the most effect over and above the training of the mother was her age. The older the teenage mother, the more verbal interactions she had with her child. (BP)

ED 170 672 CG 013 499

Atkinson, Maxine Gecas, Viktor

What's Been Published in Family Sociology in the Past Ten Years?

Pub Date- 78
Note-24p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Rearing, *Family (Sociological Unit), *Family Role, *Marriage, Parent Child Relationship, Periodicals, *Personal Adjustment, *Sex Role, *Sociocultural Patterns

A content analysis of articles published from 1968 to 1977 in the Journal of Marriage and the Family,'' and of family-related articles published in the American Journal of Sociology'' and the American Sociological Review,'' was undertaken in order to determine how frequently various topics in family sociology have appeared in these journals; to assess which topics are increasing or decreasing in frequency of appearance; and to compare topics across the three journals. Findings suggest that: (1) the area of sex roles is the most popular topic in the family literature; (2) child socialization is decreasing in emphasis; and (3) marital satisfaction and adjustment are the most frequent concerns of marital interaction research. The general conclusion is that the family field is becoming increasingly adult-oriented,'' reflecting a more general social trend which increasingly views the family as a context for self-expression rather than as a context for child-rearing. (Author)

ED 170 673 CG 013 500

Johnson, Frank C. Johnson, May R.

New Directions in Family Planning Policy.

Pub Date- 77

Note-21p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Birth Rate, *Contraception, Decision Making, *Family Planning, Foreign Countries, *Marital Instability, Parent Child Relationship, *Policy Formation, Population Trends

Identifiers-*Newfoundland

Data from two research studies in Newfoundland, Canada are summarized. The first study examined divorced persons and their family patterns. It was found that numbers and timing of children did not affect marital stability, and neither did whether children were born before or during the current marriage. But whether the children were planned had a statistically significant effect on the stability of the marriage. The second study looked at single parents, using the same fertility variables. A similar effect on marital stability was found. The conclusions drawn from these data were: (1) There is a definite lack of clarity as to what is family planning policy and what is actually population policy. Family planning policy must be clarified and personalized. (2) Many policies are unplanned and unintentional. Policies need to be made more positive, and more related to other family policies. (3) There needs to be a shift in focus, from improving contraceptive technology to emphasizing personal decision making. (Author)

ED 170 674 CG 013 501

Cutler, Stephen J. And Others

Cohort Changes in Attitudes About Legalized Abortion.

Michigan Univ., Ann Arbor.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-17 Nov 78
Grant-SER-77-02393
Note-25p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Abortions, Age, *Age Differences, *Changing Attitudes, Contraception, Gerontology, *Legal Problems, Medical Services, *Public Opinion

Cohort changes in attitudes about the availability of legal abortions are traced over a 12-year period using data from seven national surveys. Contrary to the aging-conservatism hypothesis, trends in the direction of increasingly favorable attitudes between 1965 and 1973 and general stability thereafter characterize all cohorts. On this issue, there is no evidence of growing conservatism, attitudinal rigidity, or change at a slower rate among the older cohorts. (Author)

Alley, Sam And Others
Case Study Summaries of Twelve Paraprofessional Programs in Mental Health.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Manpower and Training Programs.
Pub Date-May 78
Grant-NIMH-5-T41-MH14487
Note-40p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978)
Available from-Social Action Research Center, 2778 Durant Ave., Berkeley, CA 94704
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Agencies (Public), *Mental Health Programs, *Paraprofessional Personnel, *Policy Formation, *Program Administration, Program Planning, *Staff Utilization, Supervisory Methods

A group of 12 federally funded community mental health centers which make effective use of paraprofessionals is described. The purpose is to make mental health policy makers and service agency staff members aware of the wide range of innovative service models in existence in which paraprofessionals play diverse and crucial roles. A case study for each of the 12 centers briefly describes its program, services, organization, staff, training and supervision system, as well as the specific duties carried out by paraprofessional personnel. In addition to informing policy makers about effective use of paraprofessionals, this publication is designed to provoke interest in the longer report from which it was condensed. This report, ``Paraprofessionals in Mental Health: Twelve Effective Programs,'' also contains information about how case sites were selected, a resource section, an appendix on supervision, and a concluding chapter highlighting the similarities of successful programs. (Author/BP)

ED 170 676 CG 013 503

Cunningham, Walter R.

On the Generality of Ability Factor Structure Across the Adult Life-Span.

Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date- 78
Grant-HEW-90-646
Note-29p.; Parts may be marginally legible due to light print
Available from-University of Florida, Psychology Dept., Gainesville, FL 32611
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Ability, Adult Characteristics, Adult Development, *Age, Age Differences, *Cognitive Development, Factor Analysis, *Mental Development, Mental Rigidity, Older Adults

Simultaneous maximum likelihood procedures were used to investigate the generality of ability factor structure in adulthood and old age. Data were analyzed for 198 subjects aged 15-32; 173 subjects aged 51-67; and 153 subjects aged 68-83. Variables were 14 ability tests marking five cognitive factors: verbal comprehension, number facility, perceptual speed, symbolic cognition, and flexibility of closure. Results indicated no change in the number of factors and no important shifts in salient loadings. The magnitude of factor covariances, however, tended to increase across age groups. Such shifts were not uniform across factors, but appeared to be dependent on the properties of different factors as to whether factor covariance increases were early or late. The results indicated an increasing interdependence of intellectual functioning in late life. (Author)

ED 170 677 CG 013 509

Sabatino, David A.

Neglected and Delinquent Youth: Demographic Findings. Treatment of Delinquency Series, Chapter 1.

Wilkes Coll., Wilkes-Barre, Pa. Educational Development Center.
Pub Date- 74
Note-107p.; For related documents see CG 013 510-518
Available from-Educational Development Center, Wilkes College, Wilkes-Barre, PA 18703
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Counselor Role, *Delinquency Causes, *Delinquent Rehabilitation, Delinquents, *Demography, Family Relationship, *Neglected Children, Youth Problems

The first of a 10-part series, this report was compiled by the Educational Development Center at Wilkes College. The series deals with various aspects of the treatment of delinquents and is intended as a summary of research findings in each of the areas treated. Each report was prepared by a scholar-practitioner and is presented in a way that will be of value to professionals who deal both directly and indirectly with the treatment of delinquent youth. The report is, in fact, one manuscript of 627 pages; however, to make it more easily used, it is published in 10 separate parts. A detailed table of contents of the entire series is presented at the end of each part. This part examines some characteristics of neglected and delinquent youth; types of social and emotional maladjustment; the role of the family; and various types of counseling and other forms of treatment. (Author)

Jones, R. Wayne Blaney, Robert L.
Psychological Educational Assessment of Juvenile Delinquents. Treatment of Delinquency Series, Chapter 2.
Wilkes Coll., Wilkes-Barre, Pa. Educational Development Center.
Pub Date- 75
Note-88p.; For related documents see CG 013 509-518
Available from-Educational Development Center, Wilkes College, Wilkes-Barre, Pennsylvania 18703
Pub Type- Information Analyses (070) - Reports - Evaluative (142) - Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Achievement, Adolescents, *Delinquent Rehabilitation, *Delinquents, *Educational Assessment, *Psychoeducational Processes, *Psychological Evaluation, Socially Deviant Behavior

The second part of a 10-part series; this report was compiled by the Educational Development Center at Wilkes College. The series deals with various aspects of the treatment of delinquents and is intended as a summary of research findings in each of the areas treated. Each report was prepared by a scholar-practitioner and is presented in a way that will be of value to professionals who deal both directly and indirectly with the treatment of delinquent youth. The report is, in fact, one manuscript of 627 pages; however, to make it more easily used, it is published in 10 separate parts. A detailed table of contents for the entire series is presented at the end of each part. This part offers practical, readable discussions of a number of tests currently used to predict delinquency or measure various aspects of intellectual development and personality characteristics. Sections on language development, medical and neurological evaluation, and vocational interest pattern assessment are included. (Author)

ED 170 679 CG 013 511

Hauser, August J.

Reading Theory and Research and Chronically Disruptive Youth. Treatment of Delinquency Series, Chapter 3.

Wilkes Coll., Wilkes-Barre, Pa. Educational Development Center.

Pub Date- 75

Note-100p.; For related documents see CG 013 509-518

Available from-Educational Development Center, Wilkes College, Wilkes-Barre, Pennsylvania 18703

Pub Type- Information Analyses (070) - Reports - Research (143) - Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Behavior Problems, Delinquent Rehabilitation, *Delinquents, *Reading Difficulty, Reading Instruction, Reading Research, *Remedial Reading Programs, *Teaching Methods, *Youth Problems

The third part of a 10-part series, this report was compiled by the Educational Development Center at Wilkes College. The series deals with various aspects of the treatment of delinquents and is intended as a summary of research findings in each of the areas treated. Each report was prepared by a scholar-practitioner and is presented in a way that will be of value to professionals who deal both directly and indirectly with the treatment of delinquent youth. The report is, in fact, one manuscript of 627 pages; however, to make it more easily used, it is published in 10 separate parts. A detailed table of contents for the entire series is presented at the end of each part. This part discusses many aspects of reading as it relates to disruptive youth, including theories and models; correlates of success and failure; sensory aspects; assessment and evaluation; and individualized learning environments which may be appropriate for this population. (Author)

ED 170 680 CG 013 512

Sternberg, Les Sedlak, Robert A.

Mathematical Programming for Delinquent Youth. Treatment of Delinquency Series, Chapter 4.

Wilkes Coll., Wilkes-Barre, Pa. Educational Development Center.

Pub Date- 75

Note-59p.; For related documents see CG 013 509-518

Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Behavior Problems, Curriculum Development, Delinquent Rehabilitation, *Delinquents, *Mathematics Instruction, *Remedial Mathematics, *Teaching Methods, *Youth Problems

The fourth part of a 10 part series, this report was compiled by the Educational Development Center at Wilkes College. The series deals with various aspects of the treatment of delinquents and is intended as a summary of research findings in each of the areas treated. Each report was prepared by a scholar-practitioner and is presented in a way that will be of value to professionals who deal both directly and indirectly with the treatment of delinquent youth. The report is, in fact, one manuscript of 627 pages; however, to make it more easily used, it is published in 10 separate parts. A detailed table of contents for the entire series is presented at the end of each part. This part deals with the teaching of mathematics to delinquent youth. It describes a number of important dimensions of an academic program for this population, and discusses the interface of content areas with these dimensions. Several specific math teaching programs are analyzed, and methods for setting up a math lab are set forth. (Author)

ED 170 681 CG 013 513

Miller, Sidney R. D'Alonzo, Bruno J.

Vocational Programming for Chronically Disruptive Youth. Treatment of Delinquency Series, Chapter 5.

Wilkes Coll., Wilkes-Barre, Pa. Educational Development Center.
Pub Date- 75
Note-69p.; For related documents see CG 013 509-518
Available from-Educational Development Center, Wilkes College, Wilkes-Barre, Pennsylvania 18703
Pub Type- Information Analyses (070) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavior Problems, *Career Development, *Delinquent Rehabilitation, *Delinquents, *Occupational Guidance, *Program Development, *Vocational Interests, Youth Problems

The fifth part of a 10-part series, this report was compiled by the Educational Development Center at Wilkes College. The series deals with various aspects of the treatment of delinquents and is intended as a summary of research findings in each of the areas treated. Each report was prepared by a scholar-practitioner and is presented in a way that will be of value to professionals who deal both directly and indirectly with the treatment of delinquent youths. The report is, in fact, one manuscript of 627 pages; however, to make it more easily used, it is published in 10 separate parts. A detailed table of contents for the entire series is presented at the end of each part. This part deals with developing vocational programs for chronically disruptive youth. It includes diagnostic and management procedures, programming steps, ways to develop a personalized vocational cluster, methods of assessment, and other topics. A description of a model program concludes the paper. (Author)

ED 170 682 CG 013 514

Cullinan, Douglas

Behavior Modification With Disruptive, Delinquent, and Otherwise Deviant Adolescents. Treatment of Delinquency Series, Chapter 6.

Wilkes Coll., Wilkes-Barre, Pa. Educational Development Center.
Pub Date- 75
Note-87p.; For related documents see CG 013 509-518
Available from-Educational Development Center, Wilkes College, Wilkes-Barre, Pennsylvania 18703
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adolescents, *Behavior Problems, *Delinquent Rehabilitation, *Delinquents, Modeling (Psychological), Reinforcement, *Socially Deviant Behavior

The sixth part of a 10-part series, this report was compiled by the Educational Development Center at Wilkes College. The series deals with various aspects of the treatment of delinquents and is intended as a summary of research findings in each of the areas treated. Each report was prepared by a scholar-practitioner and is presented in a way that will be of value to professionals who deal both directly and indirectly with the treatment of delinquent youth. The report is, in fact, one manuscript of 627 pages; however, to make it more easily used, it is published in 10 separate parts. A detailed table of contents for the entire series is presented at the end of each part. This part begins by discussing deviance in a behavioral context. It then analyzes some assumptions and procedures relating to methods of behavior modification. Finally, it presents three composite behavioral modification techniques: behavioral contracting, token economies, and reinforced modeling. (Author)

ED 170 683 CG 013 515

Lotsof, Antoinette B.

A Review of Drug Abuse and Alcohol Abuse Among Children and Youth. Treatment of Delinquency Series, Chapter 7.

Wilkes Coll., Wilkes-Barre, Pa. Educational Development Center.

Pub Date- 75

Note-67p.; For related documents see CG 013 509-518

Available from-Educational Development Center, Wilkes College, Wilkes-Barre, Pennsylvania 18703

Pub Type- Information Analyses (070) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Alcoholic Beverages, *Delinquent Rehabilitation, *Delinquents, *Drug Abuse, Drug Addiction, Marihuana, Narcotics, *Social Factors, Socially Deviant Behavior, Youth Problems

The seventh part of a 10-part series, this report was compiled by the Educational Development Center at Wilkes College. The series deals with various aspects of the treatment of delinquents and is intended as a summary of research findings in each of the areas treated. Each report was prepared by a scholar-practitioner and is presented in a way that will be of value to professionals who deal both directly and indirectly with the treatment of delinquent youth. The report is, in fact, one manuscript of 627 pages; however, to make it more easily used, it is published in 10 separate parts. A detailed table of contents for the entire series is presented at the end of each part. This part deals with drug and alcohol use and abuse by adolescents. After presenting a learning theory approach to the problem, it discusses how and why drugs tend to be used by youths in American society. It also contains sections of information on marijuana, amphetamines, alcohol, and other commonly abused drugs. (Author)

ED 170 684 CG 013 516

Dembinski, Raymond J.

Psychoeducational Management of Disruptive Youth. Treatment of Delinquency Series, Chapter 8.

Wilkes Coll., Wilkes-Barre, Pa. Educational Development Center.

Pub Date- 74

Note- 75p.; For related documents see CG 013 509-518

Available from-Educational Development Center, Wilkes College, Wilkes-Barre, Pennsylvania 18703

Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adolescents, Contingency Management, *Counselor Role, *Delinquent Rehabilitation, *Delinquents, *Individual Psychology, Milieu Therapy, *Psychoeducational Processes, *Socially Deviant Behavior, Youth Problems

The eighth part of a 10-part series, this report was compiled by the Educational Development Center at Wilkes College. The series deals with various aspects of the treatment of delinquents and is intended as a summary of research findings in each of the areas treated. Each report was prepared by a scholar-practitioner and is presented in a way that will be of value to professionals who deal both directly and indirectly with the treatment of delinquent youth. The report is, in fact, one manuscript of 627 pages; however, to make it more easily used, it is published in 10 separate parts. A detailed table of contents for the entire series is presented at the end of each part. This part deals with the psychoeducational management of disadvantaged youth. Under the two broad headings of ``Client-centered therapies'' and ``Milieu-oriented therapies'' it offers practical discussions of a number of standard therapeutical approaches. Several model programs are also described. (Author)

ED 170 685 CG 013 517

Sabatino, David A.

Administrative Management of Institutions and Centers for Delinquent Youth. Treatment of Delinquency Series, Chapter 9.

Wilkes Coll., Wilkes-Barre, Pa. Educational Development Center.

Pub Date- 74

Note-131p.; For related documents see CG 013 509-518

Available from-Educational Development Center, Wilkes College, Wilkes-Barre, Pennsylvania 18703

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Corrective Institutions, Decision Making, *Delinquent Rehabilitation, Delinquents, *Evaluation Methods, *Institutional Administration, *Management Systems, *Program Design, Systems Analysis

The ninth part of a 10-part series, this report was compiled by the Educational Development Center at Wilkes College. The series deals with various aspects of the treatment of delinquents and is intended as a summary of research findings in each of the areas treated. Each report was prepared by a scholar-practitioner and is presented in a way that will be of value to professionals who deal both directly and indirectly with the treatment of delinquent youth. The report is, in fact, one manuscript of 627 pages; however, to make it more easily used, it is published in 10 separate parts. A detailed table of contents for the entire series is presented at the end of each part. This part deals with management and administration of institutions for delinquents. It includes a discussion of past and present concepts of administration, and has sections on planned change, decision making, types of formal organization, systems analysis, and program design and evaluation. (Author)

ED 170 688 CG 013 518

Sabatino, David A.

Prevention, Punishment, and Rehabilitation. Treatment of Delinquency Series, Chapter 10.

Wilkes Coll., Wilkes-Barre, Pa. Educational Development Center.

Pub Date- 73

Note-105p.; For related documents see CG 013 509-517

Available from-Educational Development Center, Wilkes College, Wilkes-Barre, Pennsylvania 18703

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Community Programs, *Delinquency Prevention, *Delinquent Rehabilitation, Delinquents, Intervention, *School Role, Socially Deviant Behavior, Vocational Education, *Youth Problems

The tenth part of a 10-part series, this report was compiled by the Educational Development Center at Wilkes College. The series deals with various aspects of the treatment of delinquents and is intended as a summary of research findings in each of the areas treated. Each report was prepared by a scholar-practitioner and is presented in a way that will be of value to professionals who deal both directly and indirectly with the treatment of delinquent youth. The report is, in fact, one manuscript of 627 pages; however, to make it more easily used, it is published in 10 separate parts. A detailed table of contents for the entire series is presented at the end of each part. This part discusses the three concepts of prevention, punishment and rehabilitation. Prevention is considered in the context of school, community and summer programs, and a number of models are described. The problem of the self-fulfilling prophecy'' often encountered by advocates of early identification is avoided by advocating programs designed to instruct all youth in social values, not just current or potential offenders. (Author)

Stone, David E.
The Semantic Content of Text, Pictures, and Events. Research Report No. 1, Series B.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Pub Date-25 May 78
Note-24p.; Paper presented at the Symposium on Research in Graphic Communication (Oxford, England, May 25, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Processes, Diagrams, *Illustrations, *Reading Comprehension, *Reading Processes, *Reading Research, *Visual Aids

The degree to which printed text and graphics complement each other to facilitate reading comprehension was studied with the following four research tools: a system for analyzing text and graphics to reveal aspects of their form and content; procedures to permit analysis of both verbal and nonverbal recall measures of comprehension, allowing comparisons to be made with the original passage; eye track programs written to display text and graphics, collect data on readers' eye movements, and analyze the collected data; and a computer data analysis system. Research results indicated that certain specific types of information appeared to be better understood when presented in a particular form of text, graphics, or combinations of the two. The following specific results emerged: spatial or locative information is more completely and accurately understood when presented graphically than in text when the semantic content of each form is equivalent; information must be written and read in linear sequence; locative information presented in text form leads to comprehension difficulties; and sequential information is more effectively communicated in text than in illustrations. (Illustrations are included.) (DF)

Beebe, Mona J. Bulcock, Jeffrey W.

Cueing Strategies and Basic Skills in Early Reading.

Pub Date-Aug 78
Note-70p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Beginning Reading, Cognitive Development, Cognitive Processes, Comprehension, *Context Clues, *Cues, Elementary Education, Learning Theories, Reading Instruction, *Reading Processes, *Reading Research, Recall (Psychological)

The extent to which cuing strategies and basic skills explanations of early reading constitute complementary approaches was examined in a study involving 94 fourth grade students. Basic skills a unidimensional component based on measures of vocabulary development, language skills, and work-study skills proved to be a powerful variable mediating the effects of two relatively orthogonal exogenous cuing strategy variables (graphophonic cues and syntactic/semantic cues) on reading comprehension and retelling outcomes of the grade four reading program. Recursive and reciprocal models of the structural equation variety were formulated in order to confirm specified relationships between system components. After coping with multicollinearity in the set of predictor vectors through application of simple ridge regression utilizing the normalization criterion, the findings were interpreted as strongly supporting the psycholinguistic "guessing game" theory of reading comprehension. (Author/DF)

ED 170 689 CS 004 625

Downing, John

The Psycholinguistic Basis of Cognitive Clarity.

Pub Date-78
Note-12p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Reading, Childhood Attitudes, *Cognitive Development, Cognitive Processes, Concept Formation, Elementary Education, Language, *Language Development, Language Research, Language Usage, *Psycholinguistics, Reading Difficulty, *Reading Processes, Reading Research, *Written Language

The ``cognitive clarity theory of reading'' represents a resolution of the controversies about the relation between speech, writing, and reading. The work of M.A.K. Halliday suggests that learning to read and write is a natural extension of the ``mathetic'' speech functions, which consist of speech related to children's attempts to understand themselves and the world. These mathetic functions seem to be the foundation of I.G. Mattingly's concept of ``linguistic awareness.'' The mathetic functions of language and linguistic awareness were the psycholinguistic foundations for the thinking that led to the invention of writing, which rests on both functional and featural concepts. Learning to read involves comprehension of the intended significance of the symbols that code an author's communication. M.D. Vernon's research has pointed to cognitive confusion as the fundamental characteristic of reading failure; other research has shown that a state of cognitive confusion about reading is normal for most beginning readers and has indicated that teachers should be more concerned about the development of metalinguistic concepts than about visual perception. These studies have led to the proposal of the cognitive clarity theory of reading, which may be summarized in eight postulates concerning written language, the process of learning to read, and children's initial cognitive confusion and increasing development of cognitive clarity about language. (GT)

ED 170 690 CS 004 648

Dworkin, Nancy Dworkin, Yehoash

Don't Say Anything, Just Hug Me!

Pub Date Oct 77

Note-33p.; Paper presented at the Annual Meeting of the College Reading Association (21st, Cincinnati, Ohio, October 26-29, 1977); Not available in hard copy due to marginal legibility of original document

Pub Type- Opinion Papers (120) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Communication (Thought Transfer), *Cybernetics, Elementary Education, Evaluation Methods, *Student Evaluation, *Student Teacher Relationship, *Test Construction, *Testing, Testing Programs

In the development of assessment for elementary students, little attention has been paid to the information exchange between student and tester. Analysis of the learning exchange requires developmental, diagnostic, and process information. Cybernetic assessment, a departure from standard testing techniques, involves the examiner in the information exchange. To establish the importance of feedback between the learner and teacher, it is necessary to establish a diagnostic framework in which a two-way flow of information can be measured. The following are required for the development of such a cybernetic model: a clear feedback language, which is the function of the signal system; a methodology for developing a model of the learner's behaviors as they respond to the examiner's requirements - the function of the modeling system; a contingency structure which takes into account the changes which will occur in both instruction and solution as the learner/examiner interactions are modified - the function of the cuing system; and a way of comparing the data produced from an examination process with those derived from the learner's specific school behavior - the function of the standard test instruments and procedures. (DF)

ED 170 691   CS 004 735

Barnes, Nancy Marie Gehringer, Jean

Planning/Implementation/Evaluation of a Successful Boy-Oriented'' Primary Program for Both Boys and Girls.

Pub Date-May 78

Note-14p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978); For related documents, see CS 004 761, CS 004 764, and CS 004 746

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Gains, *Basic Skills, *Educational Research, *Low Achievers, *Males, Primary Education, Program Evaluation, *Sex Fairness

This paper is one in a series of four describing a boy-oriented program for elementary school children. It describes a boy-oriented'' classroom, playground, and extracurricular activities; a staff-development program; and development of a boy-oriented'' program package for dissemination purposes. It presents an evaluation of the program showing that boys increased their gain scores in academic subject areas continuously over the three-year project and that both boys and girls achieved more than a year's average growth with the boys catching up with the girls. (TJ)

ED 170 692 CS 004 746

Gehringer, Jean Barnes, Nancy Marie
What's a Boy? The Need for a Boy-Oriented" Program.
Pub Date-May 78
Note-28p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978); For related documents, see CS 004 735, CS 004 761, and CS 004 764
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Gains, Basic Skills, *Educational Needs, *Educational Research, *Males, Primary Education, *Sex Differences, Sex Fairness, *Teacher Attitudes

This is one in a series of four papers describing a boy-oriented program for elementary school children. The program is based on the premise that boys have more reading problems, are referred more often for behavioral problems, and have more unexcused absences than girls and that creating a curriculum designed to meet their special academic and affective needs will close the gap. The paper describes the need for a boy-oriented program, presents a description of a boy learner, discusses important implications of the educational programs of boys and girls, and describes how a boy-oriented program can be implemented. (TJ)

ED 170 693 CS 004 747

Williams, Dennis

Unhandicapping the Adult: A Reading/Study Skills Course for Community College Students.

Pub Date- 75
Note-32p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cognitive Processes, Community Colleges, *Composition (Literary), Higher Education, *Junior College Students, *Low Achievers, Reading Improvement, *Reading Instruction, Reading Processes, *Remedial Reading, *Study Skills

A community college reading/study skills course was designed to progressively introduce the student to the logical elements involved in symbolic processing and to facilitate understanding of the nature of the processes, as well as of impediments to them and of methods that will facilitate maximum efficiency in dealing with written material. The course, intended to assist community college students with limited reading and writing abilities to compete in a regular degree program, contains exercises in synthesizing reading, lecture, discussion, and individual experience by means of written response to questions, as well as objective tests and quizzes that require attention to detail, thoughtful analysis, and employment of logical concepts. Results of posttesting and follow-up studies on students who have completed the course showed the course to have succeeded with 252 college-age adults representing a wide range of skill levels and a variety of ethnic backgrounds. (Author/DF)

ED 170 594 CS 004 749

Batty, Beauford R. Batty, Constance J.

Teaching Minority Children to Read.

Pub Date-Nov 78

Note-29p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)

Pub Type- Information Analyses (070) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Beginning Reading, Black Culture, Black Education, *Black Students, Ethnic Groups, *Minority Groups, Nonstandard Dialects, Primary Education, Racial Attitudes, Racial Discrimination, Reading, *Reading Achievement, Reading Comprehension, *Reading Material Selection, Teacher Attitudes

In view of the inadequate beginning reading achievement of many minority students, specific pedagogical factors that may enhance the classroom teacher's ability to help such children learn to read have been identified. Educational research suggests that the teacher is a major variable in the degree of success of the reading program. Teacher attitudes, motivation, and expectations can affect teacher-pupil relationships, distribution of teacher time, evaluation of the student, and subsequent effectiveness of the reading program. Teachers should appreciate varied cultural lifestyle manifestations. Students' language differences present special needs which may be met by using the language experience approach, by exhibiting acceptance and understanding of the child's dialect, and by selecting reading materials that include positive reflections of the ethnic group and lifestyle of the child. Black primary children prefer to read books containing black characters, and those that are interesting and relevant to them; the use of such materials may contribute to increased interest and achievement as well as a more positive self-concept. Teachers should analyze reading materials for racial content and select only those which portray minorities sensitively and positively. (DF)

ED 170 695 CS 004 758

Bernstein, Joanne E.

Helping Young Children Cope with Separation: A Bibliotherapeutic Approach.

Pub Date-Feb 78

Note-25p.; Paper presented at the Annual Meeting of the Parents and Reading Conference (3rd, New York, New York, February 1978)

Pub Type- Reference Materials - Bibliographies (131) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bibliotherapy, *Childhood Attitudes, *Childrens Literature, *Death, *Divorce, Elementary Education, Instructional Materials, Library Material Selection, Parents, Reading Materials, *Reading Material Selection

Adults who wish to help children come to terms with loss from death, divorce, and other separations have a good ally in books. While not a complete cure, bibliotherapy can help children cope with loss by engaging the emotions and freeing them for conscious and productive use. Numerous books have appeared for children to read, enjoy, and use in coping with life's difficulties, offering the following: an opportunity to identify with others; a private environment to rehearse solutions; enhancement of feelings of belonging; information about the stages of mourning; vicarious experience of others' problems; and insight into loss experiences. Specific suggestions for the adult include the following: read the book first for scope, nature, quality, and appropriateness for age, interests, and reading levels; examine one's own attitudes toward loss; arrange for workshop discussions among other adults of the proposed books to determine whether they are fit for home or for library, whether they are morally or religiously offensive, whether they could be read with a class, and whether they are too frightening or graphic. (A list of children's books for use in bibliotherapy for loss is included.) (DF)

ED 170 696 CS 004 761

Barnes, Nancy Marie Gehringer, Jean

What Does a "Boy-Oriented" Teacher Look Like?

Pub Date-May 78

Note-11p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978); For related documents, see CS 004 735, CS 004 746, and CS 004 764

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, *Males, Sex Discrimination, *Sex Fairness, *Teacher Attitudes, *Teacher Qualifications, *Teacher Recruitment

This paper, one in a series of four describing a boy-oriented program for elementary school children, addresses the problem of staffing an elementary school with teachers who will be able to effectively teach boys as well as girls. It suggests that empathy toward both boys and girls, personal warmth and security in the classroom, a high degree of willingness to spend extra time with students in boy-oriented activities, a high degree of dedication to meet individual student academic and affective needs, and resourcefulness in using a variety of teaching techniques to promote a challenging and effective boy-oriented curriculum for both boys and girls are the major criteria for such a staff. (TJ)

ED 170 697 CS 004 764

Gehringer, Jean Barnes, Nancy Marie
Staffing Patterns and In-Service Needs of a Boy-Oriented'' Program.
Pub Date-May 78
Note-13p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978); For related documents, see CS 004 735, CS 004 761, and CS 004 746
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Inservice Teacher Education, *Males, Sex Discrimination, *Sex Fairness, *Teacher Attitudes, *Teacher Recruitment, *Teacher Workshops

This paper is one in a series of four describing a boy-oriented program for elementary school children. It focuses on current staffing patterns and suggests that a balance of male and female role models in the schools is desirable and can be achieved by recruiting more male elementary teachers and by recruiting male teacher aides, paid and unpaid. In addition, it indicates that a teaching staff can learn through inservice training and preservice workshops to meet the affective and academic needs of both males and females and suggests possible workshop topics. (TJ)

ED 170 698 CS 004 766

Jones, Beau F. And Others

Improving Reading Comprehension: Embedding Diverse Learning Strategies within a Mastery Learning Instructional Framework.

Pub Date-Aug 78

Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 8-12, 1979)

Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Learning Processes, *Learning Readiness, *Mastery Learning, Program Evaluation, Reading Comprehension, Reading Instruction, *Reading Programs

The paper describes the theoretical background, implementation and preliminary results of the Chicago Mastery Learning/Learning Strategies reading program for upper elementary school students. Reading research and learning strategies research are pulled together to support the argument that the teaching of diverse learning strategies can improve reading comprehension and that the strategies should be embedded within the mastery learning framework. Since the purpose of this study was to develop and field test the materials, a controlled experiment was not conducted. Field test results (involving six classrooms matched on four variables related to achievement) strongly suggested that teaching learning strategies improves reading comprehension. (Author)

ED 170 699 CS 004 767

O'Connor, Edward R.

The Impact of the Right to Read Process in Spencer Compared with the Eleven other Charter Right to Read Communities in Massachusetts from 1973 to 1977.

Pub Date-Dec 78

Note-200p.; Ph.D. Dissertation, Walden University

Pub Type- Reports - Evaluative (142) - Dissertations/Theses (040)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Community Attitudes, Elementary Secondary Education, *Program Evaluation, *Reading Achievement, *Reading Comprehension, *Reading Instruction, *Reading Programs, School Attitudes, School Community Relationship, Teacher Attitudes

Identifiers-*Massachusetts, *Right to Read

The impact of the Right to Read program in Spencer, Massachusetts, and the 11 other Massachusetts Charter communities was investigated in the following respects: to assess changes in teachers' perceptions toward the reading program, to compare the perceptions of school and community populations, to measure the amount of children's reading, to determine whether Right to Read had influenced the reading performance of complete grades and to ascertain the influence of volunteer tutors on the scores of selected students, and to compare the communities on the basis of key elements of Right to Read. A group of 1,000 Spencer students, grades 1 through 6, were examined. Results were as follows: teachers' perceptions had become more positive; there was strong school and community acceptance of the program; in each succeeding year, the quantity of student reading increased; complete grades improved in reading from below to above the fiftieth percentile; tutored students improved; and the influence of Right to Read was greatest in Spencer. The findings suggest that the impact of Right to Read lies in improving teaching specifics in a climate stressing process and humaneness. (DF)

ED 170 700 CS 004 778

Carney, Sandra

The Relationship of Black Non-Standard Dialect Features to a Core Spelling Vocabulary.

Pub Date-Apr 79

Note-24p.; M.A. Thesis, Kean College of New Jersey

*Pub Type- Dissertations/Theses (040) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Dialects, *Black Youth, *Dialect Studies, Primary Education, Pronunciation, Socioeconomic Background, Sociolinguistics, *Spelling, *Spelling Instruction, Verbal Development, *Vocabulary Skills

To determine whether black children who speak a nonstandard dialect have difficulty in spelling because of the dialect features of their vocabulary, spelling tests were administered to 66 black English-speaking children in the first, second, and third grades. The results indicated that children who spoke black dialect exhibited spelling difficulties that related significantly to certain pronunciation differences in black English. The features of black English phonology that caused the most difficulty varied among each grade level. Although errors made in the first grade became less severe at each subsequent grade, commonality of certain errors persisted through the third grade. (Author/FL)

ED 170 701 CS 004 793

Ceprano, Maria A.

Paradigmatic Responding as a Predictor of First Grade Reading Achievement.

Pub Date-Mar 79

Note-12p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (11th, Hartford, Connecticut, March 23-25, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Associative Learning, *Beginning Reading, Cognitive Processes, Early Childhood Education, Form Classes (Languages), Kindergarten Children, *Language Development, *Predictor Variables, *Reading Ability, *Reading Achievement, Reading Instruction, Reading Research, Reading Skills, Syntax

To ascertain whether paradigmatic performance on a word association test administered at the end of kindergarten is an effective predictor of reading achievement, 37 children were tested on the Syntagmatic-Paradigmatic Assessment (SPA) at the end of their kindergarten year. At the end of their first grade year, the children were administered a standardized reading test as a group and individually were given two oral reading tests. Correlations among the test findings were then computed. The results suggested that paradigmatic ability at the beginning stages of reading instruction does not influence first grade reading success. (FL)

ED 170 702   CS 004 794

Dilena, Mike

Reading as Understanding - or Beyond the Way of All Flesch!

Pub Date-Aug 77

Note-16p.; Paper presented at the Annual Meeting of the Australian Reading Conference (3rd, Melbourne, Australia, August 28-31, 1977)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Beginning Reading, Cognitive Processes, *Context Clues, Decoding (Reading), Phonetics, *Reading Comprehension, *Reading Instruction, *Reading Processes, Reading Skills

Suggesting that the ability to identify words depends as much on contextual information available when one is reading for meaning as on decoding skills, this paper challenges traditional, mechanistic skills approaches to reading instruction. In addition, it contends that comprehending (relating written material to what one already knows) is a complex constructive process barely touched by traditional instruction in comprehension skills. (Author/FL)

ED 170 703 CS 004 796

Spodek, Bernard
Early Reading and Preprimary Education.
Pub Date-Apr 79
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Basic Skills, *Beginning Reading, Decoding (Reading), Early Reading, Elementary Education, *Language Experience Approach, Preschool Education, *Reading Comprehension, *Reading Instruction, *Reading Processes, Reading Research, Reading Tests
Identifiers-*Back to Basics

The "back to basics" movement raises questions regarding the nature of reading that is assumed in instruction and testing. Of the three definitions of reading (decoding, meaning-from-page, and intellectual processes) the latter view, which sees reading as a broad range of perceptual, associative, and cognitive elements, is preferred. The three current conceptions of reading instruction are data driven (bottom-up), conceptually driven (top-down) and interactive; with the interactive view preferred, although most traditional reading programs which underlie the "back to basics" mandate use the decoding, bottom-up approaches. Traditionally, in intermediate grades, students are tested in comprehension, and those who perform inadequately are returned to the decoding tasks in which they have already demonstrated competence. Remedial and beginning programs should address themselves to comprehension skills. The need exists to examine the content of the reading program to be selected through mastery, to determine what a successful student needs to know, and to provide language experience opportunities. Whereas the mandate assumes academic skills exclusively are to be tested for and taught, this is based on the inadequate bottom-up decoding model of reading; testing should be modified. (Specific language experience activities for preschool are suggested.) (DF)

ED 170 704 CS 004 798

Guidelines for the Junior High School Reading Curriculum Regulation.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.
Pub Date-May 78
Note-24p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development, English Curriculum, Junior High Schools, Reading Improvement, *Reading Instruction, *Reading Programs, Resource Guides
Identifiers-Pennsylvania

Developed as a result of a Pennsylvania State Board of Education mandate that all junior high school students should receive one planned course that would improve reading instruction, promote student reading achievement, and advance positive attitudes toward reading to the extent that students would be equipped with wholesome and productive lifelong reading habits, this publication includes information designed to facilitate implementation of such a course. Areas covered include minimum requirements for the planned course; three suggested models (separate, integrated, and innovative) for implementation of a planned course; and information regarding assessment, grouping, peer tutoring, school volunteers, inservice training, and information resources. Anticipated questions are addressed, and task force members are listed. (DF)

ED 170 705 CS 004 802

Donlan, Dan Singer, Harry
Active Comprehension of Short Stories.
Pub Date-Jan 79
Note-10p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (46th, Claremont, California, January 19-20, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advance Organizers, Comprehension, *Content Reading, *Questioning Techniques, *Reading Comprehension, Reading Diagnosis, *Reading Instruction, *Reading Research, Reading Skills, Secondary Education

Three methods of preposed questioning aimed at improving student comprehension of short stories were tested with a group of high school students. The methods were as follows: teacher-prepared, preposed questions, self-preposed questions (student-prepared), and schema self-preposed questions (embodying teacher-specified limitations within which students prepared questions). It was found that when teachers preposed questions (a popular technique), comprehension tended to be narrowed because students focused on passages related to the preposed questions; also, students attempted to satisfy the teacher's purpose in reading rather than their own. The student prepared self-preposed method tended to develop disgressive, irrelevant questions, and encouraged attention only to question-related passages; this also limited comprehension. Best results were found with the schema self-preposed techniques in which students generated preposed, story-specific questions based on a schema of content-general questions. Questions were not only self-posed but were also likely to focus the reader's attention on passages answering questions that were pertinent and relevant to those asked on a content-valid comprehension test. (DF)

ED 170 706 CS 004 803

Hall, Barbara Ann

The Arts and Reading Coming to Our Senses'': Why the Visual & Performing Arts are Fundamental to Reading & Language Development.

Pub Date-Jan 79
Note-9p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (46th, Claremont, California, January 19-20, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Art Education, *Cognitive Processes, *Curriculum Development, Elementary Education, *Fine Arts, *Language Development, *Reading Instruction, School Funds

Before cutting up words, analyzing and dissecting them, children should touch the reality behind them. The arts are fundamental to the language experience approach to reading, providing a perceptual framework for a child to express ideas and feelings. The results of selected school programs where the arts have been incorporated into the curriculum are that the arts humanized curriculum and school environment, increased self-concept, reduced vandalism, and increased reading scores. Visual and aural experience allows children to discover and perceive new aspects of their environment, formulate concepts about them, and express them in nonverbal terms. Architecture and the visual arts, music, drama, and dance each have their own contributions to make to the world of the child. Although a case can be made for the arts to be part of the basic education for every child, budgets for funding arts education are low and will be until voters clearly understand that the arts are essential to reading and language development. (TJ)

ED 170 707 CS 004 806

Byrne, Carolyn D.

Setting Standards and Expectations for Reading Comprehension.

Pub Date-Apr 79

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Figure 1 may not reproduce well due to small type

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cloze Procedure, *Evaluation Criteria, Evaluation Methods, *Graduation Requirements, Minimum Competency Testing, Program Development, Readability, *Reading Ability, *Reading Comprehension, Reading Level, Reading Skills, Secondary Education, State Boards of Education, *State Standards, *Statewide Planning

Identifiers-New York

In 1978 the New York State Board of Regents initiated action to establish statewide high school graduation standards for reading comprehension. The process began by measuring the readability levels of materials used in core courses and materials that adults normally read (newspapers, news magazines, and feature magazines). To do this, representative passages selected from all the types of reading materials were scaled according to the Bormuth mean cloze formula. The Board then determined that the ``Degrees of Reading Power'' (DRP) test series would be the official instrument for measuring student attainment, because passages in the DRP series were also scaled with the Bormuth mean cloze formula. From a comparison of all the readability levels (course materials, adult reading materials, and DRP tests), the Board set a tentative standard, requiring that all graduating students be able to read materials with a Bormuth value of .3812 at a 65% probability of success. This reading level approximates both a DRP reading passage of intermediate difficulty and the mean readability levels of 10th/11th grade course materials. Following public reaction to the proposed criteria, the Board adopted the tentative standard as the final standard in March 1979, agreeing to update the standards as additional information became available. (RL)

ED 170 708 CS 004 807

Steinberg, Danny D.

Why Children Can't Read: Meaning, the Neglected Factor.

Pub Date-Aug 78
Note-9p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Reading, Early Childhood Education, *Learning Processes, Phoneme Grapheme Correspondence, Preschool Children, *Reading Instruction, Reading Research, Semantics, *Sight Method, *Teaching Methods, Word Recognition

Teaching children to read letters first is regarded by many theorists as the foundation on which the teaching of words should be based. To test this assumption, 26 nursery school children were presented four items (two letters and two words) in a paired associate learning paradigm. The subjects were randomly divided into two groups for the purpose of determining what effects the speech names of letters and words have on the learning of the orthographic forms. The results indicated that written words were easier to learn than written letters and that meaning is a vastly more influential variable than visual perceptual complexity. These findings suggest that a good method of teaching reading would be one in which whole words are taught to the child, with the sound values of letters either learned by induction or taught at a later time. (RL)

Galen, Nancy Johns, Jerry L.
Children in Conflict: Books that Help.
Pub Date- 76
Note-14p.; Study prepared at Northern Illinois University
Pub Type- Reports - Research (143) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bibliotherapy, *Childrens Literature, Coping, Developmental Reading, *Emotional Problems, Interpersonal Problems, Primary Education, Problem Solving, Reading Materials, *Reading Material Selection, Self Concept

Bibliotherapy may be of assistance in helping children cope with problems in the following ways: by helping them learn to analyze their attitudes and behavior; by assisting them in comparing their beliefs with those of others; by offering possible solutions to problems; and by contributing to their socialization. To identify the types of problems faced by primary school children, a study was undertaken in which 81 primary grade teachers selected the ten most prevalent problems faced by children from a list of 17 problems in three categories: self-concept, relationships with others and the need to cope with change. Results were used as a framework to compile an annotated booklist based on the following categories: coping with competition, divorce or other change in family status, failure, peer group pressure, and alienation and rejection; and recognizing and accepting one's strengths and weaknesses. The resulting booklist is intended to aid interested professionals in the selection of appropriate books for children in need of personal or social guidance. (DF)

ED 170 710 CS 004 821

Pavlik, Robert A.

Making an Impact by...Reading in the Content Fields.

National Association of Secondary School Principals, Reston, Va.

Pub Date-May 79

Note-13p.; Curriculum Report, Volume 8, Number 4, May 1979

Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (single copies, $0.50 each; Discounts on quantity orders; Payment must accompany orders of $10.00 or less)

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Communication (Thought Transfer), Content Analysis, *Content Reading, *Critical Reading, Elementary Secondary Education, *Reading Comprehension, *Reading Instruction, *Reading Programs, Teaching Techniques, *Textbook Content

Noting that the terms language of mathematics,'' language of science,'' and language of business'' represent very real language differences which frustrate even good readers, this curriculum report suggests several procedures teachers might use to assist students in reading in varied content areas. The procedures include teaching students to recognize how textbook authors shape concepts by the use of sentences, paragraphs, and graphic aids; serving as models for students by adjusting reading rates, by learning new vocabulary, by identifying how authors' shape concepts, and by struggling with problems; selecting reading materials in content fields on the basis of conceptual as well as technical difficulty; and strengthening student responsibilities in reading assignments. Descriptions of several successful programs for content reading instruction are included. (DF)

ED 170 711 CS 004 822

Shafer, Robert E., Ed.

Applied Linguistics and Reading.

International Reading Association, Newark, Del.

Pub Date-79

Note-171p.; References may not reproduce well due to small type

Available from-International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 722, $4.00 member, $6.00 non-member)

Pub Type- Books (010) - Collected Works - General (020) - Information Analyses (070)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Applied Linguistics, Beginning Reading, Bilingual Students, Black Dialects, Child Language, Dialects, Language Development, Miscue Analysis, *Psycholinguistics, Reading Comprehension, Reading Improvement, *Reading Instruction, *Reading Processes, *Sociolinguistics, Spanish Speaking, Teaching Techniques

Each of the 12 articles in this book deals with an aspect of linguistics theory and its application to understanding or teaching reading. The topics covered include: defining reading in proper perspective, the relevance of applied linguistics for teachers of reading, why children should want to learn to read, dialects and reading, the features of black dialects that affect reading, a semiforeign language approach to teaching reading to bidialectal children, language acquisition and learning to read, langauge experiences for teachers, miscue analysis with an emphasis on comprehension, language and reading, Spanish reading for Spanish speakers, and one aspect of a British preschool intervention study. (FL)

ED 170 712 CS 004 823

Degrees of Reading Power: Description of a New Kind of Reading Test and Its Related Technology.
New York State Education Dept., Albany. Div. of Educational Testing.
Pub Date-77
Note-28p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cloze Procedure, Elementary Secondary Education, Reading Achievement, *Reading Comprehension, *Reading Diagnosis, Reading Improvement, Reading Instruction, *Reading Tests, Teaching Techniques, Test Construction, *Testing, *Test Validity
Identifiers-*Degrees of Reading Power Test

The Degrees of Reading Power test (DRP) and its related technology are described in this publication. It contains a brief description of the DRP, which was designed to measure the most difficult level of text that a student can read with comprehension; a report on the validation of the test; sample DRP passages; an instructional viewpoint as it relates to reading comprehension; and teaching strategies for improving comprehension. (FL)

ED 170 713 CS 004 824

Criteria of Excellence for School Reading Programs.
Texas Education Agency, Austin. Div. of Curriculum Development.
Pub Date-79
Note-12p.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Evaluation Criteria, *Program Development, *Program Evaluation, *Rating Scales, *Reading Instruction, *Reading Programs

Presenting 12 standards by which school districts can document evidence of a well-planned comprehensive reading program, this publication can also be used as a guideline for identification of promising practices, assessment of current programs, development of long-range goals and program plans, planning inservice and staff development programs, and disseminating information. Each standard includes a rating scale, keyed as follows: (1) not started, (2) started/little progress, (3) some progress, (4) significant progress, (5) satisfactorily achieved. (FL)

ED 170 714 CS 004 825

A Reading Program Guide for the Montgomery County Public Schools, K-12.
Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.
Pub Date-79
Note-77p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Behavioral Objectives, Class Organization, Elementary Secondary Education, Program Development, *Reading Instruction, Reading Material Selection, *Reading Programs, Teacher Role, Teaching Techniques

The purpose of this publication is to define the program of kindergarten through grade 12 reading instruction in Montgomery County, Maryland, schools. It lists the reading objectives and minimum performance levels and identifies, by grade level, those which are to receive the highest teaching/learning priority. It also contains instructions for developing, implementing, and evaluating the program; techniques for identifying below-level readers; recordkeeping requirements; and a list of successful reading programs, a glossary of terms, and the competency-based prerequisites for graduation. (FL)

ED 170 715 CS 004 826

Winograd, Peter
Reading for Parents.
Pub Date-79
Note-19p.; Guide prepared at the University of Illinois
Pub Type- Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Learning Activities, Oral Reading, Parent Child Relationship, *Parent Participation, Primary Education, Reading Difficulty, Reading Games, Reading Improvement, *Reading Instruction, Reading Skills, Teaching Techniques

Designed to give parents an overview of reading and some suggestions on how they can help their children, this guide has been used in parent classes and workshops throughout Illinois since 1976. The nine sections of the guide cover the following areas: a general definition of reading, some causes of reading difficulty, various techniques used in the teaching of reading, ways in which parents can help teach reading, how to read aloud, informal reading games, commercially prepared games, a list of books for parents, and suggestions for choosing books for children. (FL)

ED 170 716 CS 004 827

Goodman, Kenneth S.

The Know-More and the Know-Nothing Movements in Reading: A Personal Response.

Pub Date-Mar 79
Note-16p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (11th, Hartford, Connecticut, March 23-25, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Trends, Elementary Education, Language Development, Language Processing, Learning Theories, Models, Psycholinguistics, Reading Comprehension, *Reading Instruction, *Reading Processes, Reading Research, *Systems Approach, *Teaching Methods, *Theories
Identifiers-Schemata

This personal progress report, telling where the author is and where he thinks the field of reading is, is a response to both the know-more movement'' (based on an explosive seeking of greater knowledge of the reading process) and the know-nothing movement'' (a systems-oriented movement based on tightly structured arbitrarily chosen skill sequences). In response to the know-more movement,'' the author summarizes the theory of reading he has developed, noting that he has described reading as interactive, psycholinguistic, active, constructive, and tentative. He then indicates how he sees current theory and research directions in relation to his theory, indicating his reaction to descriptions of his model as an analysis by synthesis,'' top-down, and inside-out model, and telling how the schema concept fits with his theory. In response to the know-nothing movement,'' the author outlines major aspects of a whole-language, comprehension-centered theory of reading instruction that he feels has demonstrated its effectiveness; the theory emphasizes continuous focus on meaning, legitimizing of risk taking, and continuous involvement of learners in reading and writing. Finally, he explains his reasons for rejecting the competency-based, highly structured approach of the know-nothing movement.'' (GT)

ED 170 717 CS 004 829

Dilena, Mike

Meaning-Emphasis Methods in Teaching Reading.

Pub Date-May 77

Note-9p.; Paper presented at the Annual Meeting of Remedial Teachers of Queensland (Mount Coutha Teachers Centre, May 1977)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, *Language Experience Approach, *Literature Appreciation, *Reading Comprehension, *Reading Instruction, *Silent Reading, Teaching Techniques

Teachers can encourage students to see reading as meaning-making in a number of ways. Context support methods begin by ensuring that the context is already familiar to students so that word recognition is made easier. Language experience approaches encourage children to learn to read by first reading what they have produced. Real books, as distinguished from those typed from the children's own language and those created to make reading easy by taking children through simple consonant-vowel-consonant words, can help beginning readers know that reading is for information and delight. Teachers can assist older readers by asking them to read aloud, skipping words they do not recognize; by having them read along silently while someone else reads aloud; or by having them read for a specific purpose. Useful techniques in helping students learn to read include uninterrupted silent reading, having older students read children's literature as a preparation for parenthood, helping students expect that written language will make sense, and using group prediction and group cloze procedures. (TJ)

ED 170 718 CS 004 830

Reading Activities Guide for School and Community Involvement.
Illinois State Office of Education, Springfield.
Pub Date-79
Note-22p.
Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Class Activities, *Community Education, Elementary Education, *Reading Improvement, *Reading Interests, *School Community Cooperation, *School Community Relationship
Identifiers-*Right to Read

This activities guide was produced for use in the Illinois Right to Read Week and includes ideas for numerous activities for schools and the community to encourage reading. It also suggests a series of reading incentive programs for a variety of age groups including adults. The many activities suggested as possibilities for schools include the following: having special reading days, encouraging reading at home, making a diorama of a scene from a favorite book, and creating a student book exchange area. Suggestions for community activities include asking the school board to recognize Illinois Right to Read Week, compiling a directory of services available for adults in need of basic skills training, sponsoring a story book parade, encouraging local merchants to feature book themes in their window displays, and asking the mayor to proclaim Right to Read Week. Among reading incentive programs suggested are bumper stickers, having well-known athletes encourage young people to read, holding school and library reading contests, and holding a young authors' conference. (TJ)

ED 170 719 CS 004 831

Douglass, Malcolm P., Ed.

Claremont Reading Conference 41st Yearbook: All Things Considered...; Proceedings of the Claremont Reading Conference (44th, Claremont, California, January 1977).

Claremont Graduate School, Calif.
Pub Date-77
Note-244p.
Available from-Claremont Reading Conference, Harper Hall 203, Claremont Graduate School, Claremont, California 91711 ($7.50 plus $0.75 for handling)
Pub Type-Collected Works - Proceedings (021) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Bilingual Education, Educational Technology, Elementary Secondary Education, Language Development, Learning Disabilities, Linguistics, *Literacy, Reading Difficulty, *Reading Improvement, *Reading Instruction, Reading Research, Reading Skills, Reading Tests, *Teaching Techniques

The articles in this collection approach the question of what is fundamental in reading in a variety of ways. The topics covered in the 30 articles include the following: teaching and learning, structural imagination and professional staff development, Zen and the art of reading, learning and learning disabilities, Piaget and Hamlet, the political economy of education, neurometric assessment of learning disabilities, uses of popular culture in the multicultural classroom, criterion-referenced tests and the reading miscue inventory, family patterns of reading problems, the teacher's role in the process of prediction, survival literacy, nature study, and managing the educational technology. Notes on the contributors are appended. (FL)

ED 170 720 CS 004 832

Douglass, Malcolm P., Ed.

Claremont Reading Conference 42nd Yearbook: Reading for Life; Proceedings of the Claremont Reading Conference (45th, Claremont, California, January 20-21, 1978).

Claremont Graduate School, Calif.

Pub Date-78

Note-234p.

Available from-Claremont Reading Conference, Harper Hall 203, Claremont Graduate School, Claremont, California 91711 ($7.50 plus $0.75 for handling)

Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Adults, Composition (Literary), Cross Age Teaching, Elementary Secondary Education, Higher Education, Language Development, Learning Disabilities, Literacy, Peer Teaching, Poetry, Readers Theater, Reading Difficulty, Reading Games, *Reading Improvement, *Reading Instruction, Reading Research, Reading Skills, Writing Skills

Identifiers-*Reading Attitudes, *Reading for Life

The 28 articles in this collection focus on the theme, ``reading for life.'' The topics covered include the following: language and logic, theories of language development and their implications for teaching the language-disordered child, reading difficulties, developing literacy in the primary grades, peer and cross age tutoring, reading games, readers theatre, poetry, written English as a second dialect, nonstandard usage in college composition, and the reading needs of the college student. Notes on the contributors are appended. (FL)

ED 170 721 CS 004 833

Graves, Michael F. And Others

Easy Reading: Book Series and Periodicals for Less Able Readers.

International Reading Association, Newark, Del.

Pub Date-79

Note-85p.

Available from-International Reading Association, 800 Barksdale Road,
Newark, Delaware 19711 (Order No. 224, $3.00 member, $4.50 non-member)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Adolescent Literature, *High Interest Low Vocabulary Books, *Low Achievers, *Periodicals, Reading Difficulty, Reading Interests, *Reading Materials, Recreational Reading, Secondary Education

Identifiers-*Series Books

This annotated bibliography contains listings of book series and periodicals written specifically for secondary school students who read below grade level. All items listed are reading materials rather than instructional packages and most do not contain questions. Each entry includes publishing information, an indication of reading and interest levels, a general description of the series content and a more detailed description of a specific book or story, information on print and book size, a list of supplementary materials, an evaluation of the series, and a list of individual materials with 1978 prices. (FL)

Grogan, Lina

The Status of Plain Language Legislation in the Fifty States and President Carter's Executive Order 12044.

Pub Date-May 79
Note-89p.; M.Ed. Thesis, Rutgers The State University of New Jersey
Pub Type- Dissertations/Theses (040) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Communication (Thought Transfer), Consumer Protection, Information Needs, *Language Research, *Language Standardization, *Legislation, *Readability, Reading Skills, Sociolinguistics, Standards

A study was conducted to examine plain language legislation in the 50 states and to evaluate the progress made in simplifying government regulations as a result of President Carter's executive order mandating the use of clear language in regulations. In the first part of the study, laws and bills relating to plain language in consumer contracts and insurance policies were collected from legislative information offices in each state. These bills and laws were then examined for common elements, means of enforcement, readability standards, and the readability of the bills and laws themselves. Information regarding compliance with the executive order was obtained by direct inquiry and examination of the Federal Register. The findings of the first part of the study revealed that only New York has passed a consumer contract plain language law, while 16 other states have considered such legislation. Enforcement provisions are weak in the bills. Only New Jersey included specific readability standards in its bill, and all of the bills required at least college level reading skills. Regarding insurance readability, most bills established a minimum Flesch score of 50 and could be enforced by state insurance commissions. Concerning the executive order, findings showed that all executive departments have plans for developing regulations, and most are beginning to simplify regulation language. Except for the Justice Department, all have published the plans in the Federal Register as required. (Copies of the New York and New Jersey bills are appended.) (Author/FL)

ED 170 723 CS 004 835

Olinger, Clarice K.

The Validity of the Boehm Test of Basic Concepts'' in Predicting Achievement

Pub Date-May 79
Note-14p.; M.A. Thesis; Kean College of New Jersey
Pub Type- Dissertations/Theses (040) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Grade 2, Kindergarten, *Predictive Validity, Primary Education, *Reading Achievement, Reading Comprehension, Reading Diagnosis, *Reading Research, *Reading Tests, *Test Reliability, *Test Validity
Identifiers-*Boehm Test of Basic Concepts

To determine the validity of the Boehm Test of Basic Concepts in predicting reading achievement as measured by the reading scores of the Iowa Test of Basic Skills, the Boehm test was given to 55 kindergarten children and the Iowa test was given to 42 of the same children in second grade. The results indiciated that the Boehm test appeared to be of only slight value in predicting success in reading in the second grade when measured by the Iowa test. (Author)

ED 170 724 CS 004 836

Stewig, John Warren

Choices: Are There Any, Given Back to the Basics?''

Pub Date-Apr 79

Note-20p.; Paper presented at the Annual Meeting of the ICTE/IRA State Conference (Des Moines, Iowa, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), Dramatics, Editing, Elementary Education, Kinesthetic Methods, *Language Arts, Language Enrichment, *Language Skills, *Listening Skills, *Literature Appreciation, *Reading Instruction, Reading Skills, Verbal Communication

Identifiers-Back to Basics

Reading teachers should choose activities and experiences for the classroom that are central to reading. Although a sense of security surrounds the teaching of testable finite reading skills, it is necessary to choose language arts experiences that are not so readily evaluated but still are basic to reading. Listening instruction can facilitate reading improvement; this includes analyzing the listening environments of classrooms, helping children develop the ability to discriminate messages from background noise, and planning experiences in which students listen for sequence, anticipate the speaker, determine meanings, and evaluate the message. Oral language instruction should teach subskills in the following ways: develop syntactic skills by providing experiences in combining, expanding, and transforming sentences; help children enrich their vocabularies; teach the use of stress, pitch, and juncture; and provide instruction in the use of kinesics, proxemics, and haptics in oral communication. Dramatics and exposure to literature have much to offer in enhancing reading instruction; and composition activities, including writing and group editing, help children clarify and shape their thinking abilities and yield insight into the nature of the writing process. (DF)

ED 170 725 CS 004 837

Gaus, Paula J.

Recent Research on Children's Metaphoric Understanding.

Pub Date-Apr 79

Note-14p.; Paper presented at the Annual Meeting of the International Reading Association (24th, Atlanta, Georgia, April 23-27, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Context Clues, Decoding (Reading), Elementary Education, Figurative Language, *Metaphors, *Reading Comprehension, Reading Processes, *Reading Research, *Research Methodology, *Word Recognition

Research by developmental psychologists has investigated metaphor comprehension without its surrounding context. This research has the positive feature of being unidirectional, all indicating that the older the child, the greater the possibility that metaphor will be understood. The disadvantages of the studies for educators include the fact that these studies provide no context for metaphor; children would seldom if ever encounter a metaphor completely in isolation. Also, children are seldom asked in school-related tasks to specify the meaning of a sentence, especially not one isolated from context. Research results suggest that when metaphors are presented in isolation, and when children are required to explain their meaning, the metaphors themselves and the explanation task are difficult for children. However, when children are presented metaphors in their natural context, metaphors do not seem to impede comprehension, and in one study, metaphors facilitated comprehension. (DF)

ED 170 728 CS 004 838

Main, Ray E.

Effects of Organizational Aids on Learning from Prose Texts. Technical Note 79-5.

Navy Personnel Research and Development Center, San Diego, Calif.

Pub Date-Dec 78

Note-44p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, *Content Reading, *Diagrams, *Instructional Materials, Organization, Postsecondary Education, *Reading Research, *Recall (Psychological), *Retention, Secondary Education, Study Skills

Identifiers-*Prose Learning

The objectives of this study were to identify and evaluate strategies for organizing prose content that appear appropriate for real-life training applications. An analysis of prose passages in a typical high school science text identified three basic types of graphic representations: associative (AR), comparative (CR), and directed (DR). Once appropriate sets of behavioral objectives were specified and graphic formats displaying each type of relationship were designed, three instructional treatments were prepared: text (T), text-adjunct (TA) in which the text was supplemented with DR and CR diagrams, and text-underlined (TU) in which the graphic information was simply underlined. Groups of 56 Navy recruits, equally divided into high and low science achievement levels, participated in one of the three treatments, followed by free recall and multiple-choice performance tests. The findings were equivocal with respect to the advantages of supplementing prose text with organizational aids; although TA treatment was clearly superior in the free recall of DR materials, TU was superior in terms of multiple-choice test performance on CR materials. Contrary to expectations, no significant interaction between treatment and previous achievement level occurred. (RL)

ED 170 727 CS 004 839

Lockridge, Kenneth A.
Literacy in Historical Perspective.
Pub Date-Apr 79
Note-18p.; Paper presented at the White House Conference on Library Information Services (Reston, Virginia, April 1-4, 1979)
Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Literacy, *Daily Living Skills, *Educational History, European History, Functional Illiteracy, Library Extension, *Literacy, *Nonformal Education, United States History

By the early nineteenth century, religion and social necessity had driven literacy in western Europe and in the United States from an overall level below 20% to about 50% of all men in a little more than two centuries; women had benefited as well. In the middle of the nineteenth century, the state entered the business of education on a large scale. Vast systems of public schools pushed reading and writing among men and women to essentially universal levels throughout western society by the early twentieth century. The classic arguments for literacy include the production of a healthy skepticism, the invitation to participate in a wide and varied new mental world, access to material prosperity, and the acquisition of the functional competence necessary to survive and prosper in, as well as improve, the world. These goals have been realized only in very limited and frustrating ways; in an age in which two-thirds of Americans need assistance with their tax returns, and most require lawyers to guide them through the bureaucracy, functional incapacity affects everyone. Self-directed learning using library facilities is recommended as a remedy to widespread functional incompetence. (DF)

ED 170 728 CS 004 840

Christensen, K. Eleanor
The RRR Scale.
Pub Date- 77
Note-11p.; Scale prepared at West Chester State College
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Parent Teacher Cooperation, Preschool Education, *Reading Readiness, *Reading Readiness Tests, *Reading Research, Test Reliability, Test Validity

The School Readiness Rating Scale was developed to help teachers organize their suggestions to parents about how parents can help their children prepare for beginning reading experiences. The scale surveys five important aspects of readiness for beginning reading: visual perception, visual motor perception, auditory perception and discrimination, language ability and verbal comprehension, and experiential and cognitive growth. A pilot study to validate the scale was conducted with 23 children. Results support the use of the scale as a useful tool, but limitations of the study leave the reliability and predictive validity of the instrument in question. Teachers may find it helpful as a quick screening guide and as a diagnostic tool. Parents can profit from specific recommendations made by teachers from the scale. (The scale is included.) (TJ)

ED 170 729 CS 004 842

Buike, Sandra Duffy, Gerald G.

Do Teacher Conceptions of Reading Influence Instructional Practice?

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW) Washington, D.C. Teaching Div.
Pub Date-Apr 79
Contract-400-76-0073
Note-61p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in hard copy due to marginal legibility of original document; Figures may not reproduce well due to small and light type
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Practice, *Educational Theories, Interaction, *Reading Instruction, *Reading Research, *Teacher Attitudes, *Teacher Behavior, Teaching Models, *Teaching Styles

During two years of data collection, 23 classroom teachers were observed in order to determine whether, as other educators have suggested, teachers possess conceptions of reading that influence their instructional practices. Two separate strands of data were collected for each teacher: teachers' conceptions about reading were collected at various times during the school year from formal interviews, informal interviews, and the comments teachers made to pupils during instruction; and the teachers' instructional practices were observed and recorded in field notes and on audio tapes. These two strands were then compared to determine whether the observed instructional practices reflected the teachers' conceptions of reading. At a superficial level, the results indicated that teacher conceptions do influence instructional practice. Teachers offer many other statements to explain their instructional decisions, however; these statements, representing "nonreading" conceptions, sometimes dominate the reading conceptions to the point that they and not the reading conceptions guide teachers' instructional practices. Contrary to earlier hypotheses, then, reading conceptions and instructional practices are not related in a simple, linear way, nor do teachers operate from an implicit theory of reading. (Graphs of the data for each teacher are appended.) (RL)

ED 170 730 CS 004 843

Rigg, Pat

Beginning to Read in English the LEA Way.

Pub Date- 77

Note 20p.; Guide prepared at the State University of New York at Albany

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Class Organization, Composition (Literary), Elementary Secondary Education, *English (Second Language), Grammar, *Language Arts, *Language Experience Approach, *Language Skills, Learning Activities, *Reading Instruction, Spelling, Student Developed Materials, *Teaching Techniques

The language experience approach (LEA) has been used successfully with students who are beginning to read in English as a second language. In an LEA lesson the teacher can elicit students' comments on a wordless picture book, transcribe students' sentences, read the resultant story aloud (or have the class read it), and have the story copied. Teachers should transcribe exactly what students dictate for three reasons: the core of LEA is using the beginning reader's language as the base on which to build reading materials, the focus of the lesson should be on content rather than on surface forms, and exact transcriptions provide a record of progress as well as data for further lesson planning. The LEA materials may be used as the basis for many later rereading activities. Teachers can organize their classes so that they teach LEA lessons to small groups of students, or they can let students act as their own scribes, providing help with expression of ideas and with spelling as needed. Among LEA "starters" that can be used in addition to wordless picture books, some of which may be made by students, are wordless comic books and films; dramatics activities, role-playing activities, and guessing games, in which students' dialogue or questions are transcribed; stories read aloud to students; and classroom experiences. (GT)

ED 170 731 CS 004 844

Barnitz, John G.

Reading Comprehension of Pronoun-Referent Structures by Children in Grades Two, Four, and Six. Technical Report No. 117.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 79

Contract-400-76-0116

Note-51p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Elementary Education, *Pronouns, *Readability, *Reading Comprehension, *Reading Research, *Syntax

Identifiers-*Center for the Study of Reading (Illinois)

A study of 191 native English speaking working class children in grades two, four, and six was undertaken to investigate the development of reading comprehension of selected pronoun-referent structures. Three linguistic comparisons were made: referent type, reference order, and referent distance. Target sentences were constructed with these features and were embedded into short passages, each followed by questions based on the target structure. It was found that noun phrase pronominal structures were easier to comprehend than sentential pronominals, structures with forward reference were easier to comprehend than those with backward reference, and there was no significant difference between inter-sentential structures and intra-sentential structures. A hierarchy of acquisition of reading comprehension was constructed for the various pronoun-referent structures. (Author/TJ)

ED 170 732 CS 004 845

McClure, Erica Mason, Jana

Story Structure and Age Effects on Children's Ability to Sequence Stories. Technical Report No. 122.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 79

Contract-400-76-0116

Note-75p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Age Differences, Deep Structure, *Discourse Analysis, Elementary Secondary Education, *Language Processing, Linguistics, Memory, Prose, *Reading Comprehension, *Reading Research, Recall (Psychological), *Structural Analysis, Surface Structure

Identifiers-*Center for the Study of Reading (Illinois)

To investigate the strategies children use in comprehending written stories, third, sixth, and ninth grade students were given scrambled six-sentence stories and asked to reorder them. Three versions of each of six stories were created. The first version was the canonical form of the story predicted by story grammar rules; the second version began with a sentence which questioned the conclusion of the canonical form; and in the third this conclusion began the story. Significant effects of grade and structure indicated that the canonical form was more easily ordered than were the other structures, and also that third grade students were less accurate at the task than were sixth or ninth grade students. These effects were shown for pairwise and completely correct orderings and for a confidence-rating measure. Additionally, children were shown to use an event-sequence strategy and to attend to various surface text features. However, the results suggested that the deep structure (story grammar structure) was of much greater importance in comprehension than were features of surface structure. (Author)

ED 170 733 CS 004 846

Kleiman, Glenn M. And Others

Prosody and Children's Parsing of Sentences. Technical Report No. 123.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Public Health Service (DHEW), Washington, D.C.
Pub Date-May 79
Contract-400-76-0116
Note-28p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comprehension, Elementary Education, *Intonation, *Language Processing, Language Rhythm, Language Skills, Phonology, Phrase Structure, Reading Comprehension, Reading Difficulty, *Reading Research, Reading Skills, Stress (Phonology), Structural Analysis, *Suprasegmentals
Identifiers-*Center for the Study of Reading (Illinois)

Parsing sentences into meaningful phrases and clauses is an essential step in language comprehension, and parsing difficulty is a common reading problem. Prosody (intonation, stress, and rhythm) provides information about phrase and clause boundaries in spoken language that is not available in written language. In an experiment to test whether prosodic information facilitated children's parsing of sentences, 20 above and 20 below average readers in the fourth grade divided sentences into meaningful word groups. There were two presentation conditions: a no-prosody condition in which the sentences were presented in written form only, and a prosody condition in which they were presented in both written and spoken form. The results suggested that below average readers have difficulty parsing sentences when prosodic information is not available, but are able to parse sentences about as well as the above average readers when prosody is available. (Author)

ED 170 734 CS 004 847

Spiro, Rand J.

Etiology of Reading Comprehension Style. Technical Report No. 124.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 79

Contract-400-76-0116

Note-21p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Processes, *Cognitive Style, *Decoding (Reading), Elementary Education, *Reading Comprehension, *Reading Diagnosis, Reading Processes, *Reading Research, Remedial Instruction

Identifiers-*Center for the Study of Reading (Illinois)

Recent research in reading comprehension suggests that there are substantial differences between individuals in their patterns of resource allocation to text-based (bottom-up) and knowledge-based (top-down) reading processes. Less able readers tend to overrely on processes in one direction, producing deleterious effects on comprehension. Factors underlying an overreliance on bottom-up processes include the following: schema unavailability or difficulty in activation; skill deficiency; student misconceptions about reading as being primarily a bottom-up process; differences in general cognitive styles; and idiosyncratic patterns of reading behavior eliciting a mistaken diagnosis of a given reading cycle. Educators should employ different remediation strategies for poor readers with different comprehension styles, and should determine instruction by the cause of the reading difficulty rather than the manisfestation. (DF)

ED 170 735 CS 004 848

Mason, Jana McCormick, Christine

Testing the Development of Reading and Linguistic Awareness. Technical Report No. 126.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Contract-400-76-0116
Note-50p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Beginning Reading, Grade 1, Kindergarten Children, Language Attitudes, *Language Development, Linguistics, Predictive Validity, Primary Education, *Reading Achievement, Reading Instruction, Reading Level, *Reading Readiness, *Reading Readiness Tests, Reading Research, *Test Construction
Identifiers-*Center for the Study of Reading (Illinois)

The development of reading and language awareness was investigated by measuring beginning letter and word knowledge in five- and six-year-old children of average ability. A letter and word reading test was constructed on the basis of a hierarchical representation of linguistic awareness of preschool children; 50 children's performance on this test was then measured at the end of kindergarten and at the beginning of first grade. A standardized measure of reading achievement at the end of first grade served to evaluate the usefulness of the test. The results indicated that the letter and word reading test was reliable and highly predictive of beginning reading achievement. Performance on the test was shown to follow the development of linguistic awareness and documented change in beginning reading competence. (Author)

ED 170 736 CS 004 849

Brown, Ann L. Campione, Joseph C.

Permissible Inferences from the Outcome of Training Studies in Cognitive Development Research. Technical Report No. 127.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date-May 79

Grant-HD-00111; Pub Type- Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Objectives, *Cognitive Processes, *Remedial Instruction, Research Criteria, *Research Methodology, *Research Problems, *Training

Identifiers-*Center for the Study of Reading (Illinois)

In modal training studies, the comparative groups differ in the use of a particular cognitive process; training to overcome the deficiency is provided for the deficient group only, and their performance is then compared to the standard set by the untrained group. Improvements are necessary in the design of training studies, as are a reconsideration of the types of skills that are the subject of training, and a serious consideration of the relation of the training and transfer tasks to the everyday functioning of the cognitive process under investigation. Specifically, an adequate training program must include the following: careful selection of the cognitive skill to be examined; sensitivity to the actual beginning competence of the learner; stringent analyses of the requirements of the training and transfer task so that transfer failures can be interpreted properly, training in multiple settings to alleviate the problem of welding, direct feedback concerning the effectiveness of the trained skill; and direct instruction concerning the generalization of the trained skills. Until a research program can provide answers to these basic questions, it is premature to conclude that retarded or deprived children and unschooled nonwestern children cannot show flexible effects of training. (DF)

ED 170 737 CS 004 850

Brown, Ann L. French, Lucia A.

The Zone of Potential Development: Implications for Intelligence Testing in the Year 2000. Technical Report No. 128.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Contract-400-76-0116
Note-46p.
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educable Mentally Handicapped, Elementary Education, *Intelligence Tests, Predictive Validity, *Retarded Children, Task Analysis, Testing, Test Validity
Identifiers-*Center for the Study of Reading (Illinois), Vygotsky (Lev S)

The practice and interpretation of intelligence testing of educable retarded and learning disabled children is examined in this report. The current and future state of intelligence testing is discussed in terms of its predictive, diagnostic, and remedial functions. The first section places a consideration of individual testing formats within a framework of L. S. Vygotsky's theory of potential development and the underlying assumptions of that theory concerning task analysis and transfer of training. The second section considers the social nature of the testing situation and the degree of contextual support provided for the learner. The final section deals with U. Neisser's distinction between academic intelligence and everyday thinking, with particular reference to the life adjustment of mildly retarded citizens. (Author)

Learning to Read through the Arts: Instructional Handbook.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.; New York City Board of Education, Brooklyn, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date- 76

Note-32p.

Available from-Title I Children's Program: Learning to Read through the Arts, New York City Board of Education, 110 Livingston Street, Room 618A, Brooklyn, New York 11201 ($2.00, postage stamps only)

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Art Activities, *Compensatory Education Programs, Elementary Education, Field Trips, *Handicrafts, *Multimedia Instruction, Museums, *Reading Instruction, Reading Skills, Teaching Techniques, Theater Arts, *Visual Arts

Identifiers-Elementary Secondary Education Act Title I, *Learning to Read Through the Arts (Program), National Diffusion Network Programs

This instructional handbook describes a program in which children are taught reading in relation to artistic media. It describes the staff, training, and a typical schedule. Program activities include reading workshops on vocabulary instruction, comprehension, and study skills; art workshops on crafts, puppetry, super 8 film, mixed media, communication arts, drawing, music, photography, printmaking, animation, dance, painting, theater, and arts and culture of American peoples; and field trips and special events. The handbook also discusses parent/community involvement in the program; describes equipment, materials, and facilities that are used; and indicates that teachers are free to create activities appropriate to the goals of the program. Illustrations of sample materials are included. (TJ)

ED 170 739 CS 004 853

Harber, Jean R.

The Effect of Dialect of Presentation of Black Children's Reading Performance: A Review.

Pub Date- 76

Note-14p.; Study prepared at the University of Maryland

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Reading, *Black Dialects, *Black Education, *Black Youth, Elementary Education, *Reading Comprehension, *Reading Research

This literature review examines articles and research discussing the pros and cons of using black English reading materials in the teaching of initial reading to black English speaking children. It evaluates articles and studies that compare subjects' performance on standard English and black English oral reading, oral reading comprehension, and silent reading tasks; that discuss the effect of the dialect of presentation on subjects' oral reading and/or oral reading comprehension; that consider the effect of orthographic form; and that show the effect the dialect of presentation had on subjects' silent reading comprehension performance. (TJ)

ED 170 740 CS 204 541

Burd, Gene

Newspapers as Civic Participants and Observers: Dilemmas in Journalistic Objectivity/Subjectivity.

Pub Date Aug 78

Note-35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Activism, *Ethics, *Journalism, *News Media, *News Reporting, Participation, Press Opinion, *Social Responsibility

The predicament of journalism as both an objective observer and a subjective participant is examined in this paper. Among the topics discussed are some basic ethical entanglements involved in the dilemma; regional newspapers that have been legendary for personal-involvement journalism; current evidence that journalistic performance is being sacrificed in the coverage of civic projects in which management has a participant self-interest; the trend toward reporter activism that arose in the 1960s, and cases that illustrate how the new muckraking can accommodate public service ideals; speculation by press critics regarding the dilemma and possible solutions to it; the notion of the press as an adversary of the government; and questions about the goal of news and information in society. The paper also delineates two ideal types of journalistic roles neutral and participant and poses some ethical and intellectual questions for further study. It concludes by examining the notions of ``social responsibility'' and ``the public interest'' as applied to the press, discussing possible solutions to the dilemma, and noting the growing awareness of the dilemma on the part of working journalist. (GT)

ED 170 741 CS 204 565

Purves, Alan C.
Learning and Teaching in English. Development Report Number 1.
Illinois Univ., Urbana. Curriculum Lab.
Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date-Dec 78
Note-25p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication (Thought Transfer), *Discourse Analysis, Elementary Secondary Education, English Curriculum, *English Instruction, *Language Skills, *Reading Comprehension, *Reading Instruction, Reading Research, Teaching Methods, *Test Construction, Writing Skills

A number of common procedures underlie speaking, writing, listening, and reading; some students acquire these through exposure while others do not. A program for the teaching of procedures will differ from many conventional programs in that it will first identify and recognize these procedures. Abstract and complex prose and issues of organization, style, and rhetoric are not frequently taught, although they are tested; however, students frequently perform poorly on such tests because there has been scant opportunity for them to learn these features of discourse. Mastery entails procedures for reading a test analytically and for producing effective writing. Such procedures must be taught for students to perform well in writing tasks. Tests erroneously assume that performance in the receptive mode indicates proficiency in the productive mode. Procedures for dealing with experience by temporal, spatial, and logical structuring must be taught, as well as aspects of medium (imagery, metaphor, symbol), structure, voice, and operations in producing and receiving discourse. (DF)

ED 170 742 CS 204 662

Steiner, Carl

An Age Longing for Unity: Thoughts about the Role of Modern Literature in Our Time.

Pub Date-78

Note-13p.; Paper presented at the Second Annual Symposium on Comparative Literature and International Studies (Monterey, California, May 7, 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Literature, *Philosophy, *Social Problems, *Twentieth Century Literature, *World Literature

Literature's intellectual and spiritual independence and great public appeal afford it great potential as a moving force in today's increasingly secular, unphilosophical, and nonliterary world, which nonetheless longs for harmony, unity of purpose, and spiritual oneness. Although political oppression and literary commercialism threaten literature and the writer today, the writer is challenged to reestablish, in combination with enlightened philosophical, scientific, and religious inquiry, the supremacy of humanity and humaneness in interpersonal and international affairs. Literature's unique traits render it singularly capable of reasserting itself as a moral and intellectual force in our time. (DF)

ED 170 743   CS 204 687

Guioguio, Reynaldo V.

A Look at the Mass Media Situation in the Philippines: Implications for Education and Research.

Pub Date-Aug 78

Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978); Best copy available

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication (Thought Transfer), Foreign Countries, Higher Education, *Journalism, *Journalism Education, *Legislation, *Mass Media, *Media Research, Needs Assessment, News Media, Newspapers, Radio, Research Needs

Identifiers-*Philippines

Mass media in the Philippines at present show two seemingly opposite trends: a small but noticeable increase in the number of provincial newspapers, and a reduction in the number of radio stations in certain areas. Two general features of the media situation, the private ownership of the media and the need for progressive public service orientation, tend to be in conflict, as media resources are concentrated in large population centers. The Philippine press has always been regarded as part of a greater national aspiration, and under martial law, it is being encouraged to aid rural development in a practical way. Greater professionalism is also being mandated. The following five areas of concern in journalism education and research need to be addressed: the low image of journalism education with academia; the lack of local, relevant, teaching materials; students' ambivalence towards research; the shortage of faculty to teach and conduct research; and the meager resources and facilities for teaching and research. (DF)

ED 170 744 CS 204 732

Knudson, Jerry W.

Licensing Newsmen: The Bolivian Experience.

Pub Date-Aug 78

Note-25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Censorship, Civil Liberties, Foreign Countries, *Freedom of Speech, *Journalism, Labor Conditions, *Labor Legislation, Legislation, News Media, *Professional Recognition, Standards

Identifiers-*Bolivia

In 1972 the Bolivian government passed a law to license journalists. This law created the ``colegiado'' system, providing for legally protected minimum wages, satisfactory working conditions, and restriction of journalistic employment to those with professional credentials. Although it is still too early to determine whether the law will be ignored or be used to restrict press freedom, it is believed that the ``colegiado'' laws will actually serve to protect journalism from governmental interference and will continue to lead toward economic and psychological benefits to the profession. Understood within the context of the Latin American situation, the statutes appear to be a giant step toward upgrading the journalistic profession in this area. (DF)

ED 170 745 CS 204 764

Zanot, Eric J.

The National Advertising Review Board, 1971-1976. Journalism Monographs No. 59, February 1979.

Association for Education in Journalism.
Pub Date-79
Note-50p.
Available from-AEJ Publications Manager, School of Journalism and Mass Communications, University of Minnesota, Minneapolis, Minnesota 55455 ($2.50)
Pub Type- Historical Materials (060) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Business Responsibility, *Codes of Ethics, Communication (Thought Transfer), Consumer Protection, *Mass Media, *Professional Associations, *Standards
Identifiers-*Advertising

The creation in 1971 of the National Advertising Review Board (NARB) and its investigative arm, the National Advertising Division, was a response by the advertising industry to the pressures and criticisms of consumerism that had mounted during the previous decade and peaked as the 1970s began. In contrast to previous periods, the 1960s and 1970s posed a greater threat to advertising because of government actions; in turn, the industry responded with a mechanism of self-regulation far surpassing any previous efforts, and including methods of detection, methods of adjudication; and sanction procedures that were meaningful reforms in the area, although somewhat weaker modifications were adopted. This effort at self-regulation serves the trade both as a means of eradicating deception and as a means of dealing with public criticism and its attendant threat of government regulation; indeed, there appears to be an inverse correlation between the rise of NARB and the diminution of criticism and government interest in advertising. (DF)

ED 170 746 CS 204 773

Woodson, Linda
The Deep Structure of the Paragraph.
Pub Date-Feb 78
Note-13p.; Paper presented at the Annual Meeting of the Texas Joint Council of Teachers of English (13th, San Antonio, Texas, February 2-5, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *Deep Structure, Discourse Analysis, *English Instruction, Higher Education, Linguistics, *Paragraph Composition, *Structural Grammar, *Writing Skills
Identifiers-*Composition Process

Paragraphs, as well as sentences, can be spoken of as having a deep and a surface structure. The amount of deep structure of the paragraph that is mapped onto the surface paragraph is related to the mode of discourse in which the paragraph is found: the deep structure in scientific paragraphs is relatively uncomplicated with few assumptions made; the deep structure in informative and persuasive paragraphs is much more complex. Helping students understand the deep structure of their paragraphs allows them to be more sensitive to the underlying assumptions of what they write and to generate texture and greater complexity in their writing. (TJ)

ED 170 747 CS 204 779

Lotto, Edward Smith, Bruce

Making Grading Work.

Pub Date-Feb 79

Note-13p.; Paper presented at the Annual Meeting of the Midwest Regional Conference on English in the Two-Year College (14th, Des Moines, Iowa, February 15-17, 1979)

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *Grading, Higher Education, Informal Assessment, *Student Evaluation, Student Teacher Relationship, Teaching Techniques

Two teachers have developed a procedure for grading student compositions that seems fairer to both them and their students. The students are given a choice of which papers they wish to submit for grading, and when they do submit work, the papers are identified by a number only (chosen by the student and indexed in a class card file). Each teacher grades each anonymous paper holistically, and the average of the two grades is recorded (when grades differ by more than one full letter grade, the teachers discuss their reasons for the grade and reach a compromise grade). After the grades are assigned, the papers are sorted by class (identified now by student name), and the teachers provide comments to their own students' compositions. The teachers find that making grading a separate anonymous action enables them to focus on each student's particular writing needs without having to hesitate or agonize about awarding a grade. The procedure also eliminates ``personalities'' as a factor in grading, since teachers don't know whose paper they are grading and are not solely responsible for the grades. Students, on the whole, have reacted positively to this system, noting its extreme fairness and the increased freedom it gives them. The teachers consider the best indication of the success of this procedure to be the fact that they will continue to use it. (RL)

Reddick, David B.

Press Councils in Canada.

Freedom of Information Center, Columbia, Mo.
Report No.-FOI-402
Pub Date-Mar 79
Note-10p.; Footnotes may not reproduce due to very small type
Pub Type- Reports - General (140) - Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Foreign Countries, *Freedom of Speech, Improvement, *Journalism, Nationalism, *News Media, Newspapers, Press Opinion, Public Opinion, Standards
Identifiers-*Canada, *Press Councils

Established in the early 1970s to respond to complaints about and from the media, the four press councils in Canada (the Alberta, Ontario, Quebec, and Windsor Press Councils) have been accepted, but not overwhelmingly so by either newspapers or the public. The success and acceptability of the councils seems to be related to the kinds of complaints brought before them; and for the most part, the complaints so far handled have been minor in nature. In addition to handling complaints, the councils also stress an interest in raising professional standards. As part of this effort, the Ontario Press Council has published three pamphlets that address important media questions. The fact that none of the reports reaches any definite conclusions suggests the complexity of the questions; this may indicate to the public that there are no simple answers to the problems facing the media. The groundwork for the press councils has been laid only time will tell how successful they will become. (FL)

ED 170 749 CS 204 793

Hung, Pham Thien
Parents Protest Textbooks.
Freedom of Information Center, Columbia, Mo.
Report No.-FOI-401
Pub Date-Mar 79
Note-12p.; Footnotes may not copy well due to small type
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Censorship, Elementary Secondary Education, *Freedom of Speech, Instructional Materials, Moral Values, Parents, *Parent School Relationship, Reading Materials, Social Problems, Textbook Content, Textbooks, *Textbook Selection

The 66 school censorship cases reported between 1976 and 1978 (it is estimated that only one censorship case in 25 is ever reported) do not really reveal clearcut regional patterns, but they reflect individual and selective group pressures against profanity, blasphemy, un-Christian thoughts, indecency (sexually explicit language and nude pictures), drug use, radical liberalism, bias, and the undermining of traditional values. This censorship, influenced mainly by a new wave of national conservatism and the "back to basics" education movement, is systematically promoted by such people as Norma and Mel Gabler of Longview, Texas, whose Educational Research Analysts organization supplies would-be censors with ready-made textbook reviews and worksheets for preparing censorship proposals. Opponents of such censorship, citing its stifling and dangerous impact on the educational system, are working just as hard to refute the censors' efforts. Through all the turmoil, some educators are seeking alternatives to the polarization of views that is so evident; and they maintain that parents should be included in the textbook selection/review process to eliminate bad feelings between parents and schools and to create a forum for a sensible, controlled response to the problem. (Two tables provide analytical data about the 66 censorship cases.) (RL)

ED 170 750 CS 204 795

Matlak, Richard E. And Others

Components of a Successful Interdisciplinary Composition Program.

Pub Date-Dec 78

Note-19p.; Paper presented at the Annual Meeting of the Modern Language Association of America (93rd, New York, New York, December 27-30, 1978); Not available in hard copy due to marginal legibility

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Composition (Literary), *Core Curriculum, *General Education, Higher Education, *Integrated Activities, *Interdisciplinary Approach, Teaching Procedures, Team Teaching

The teachers involved in the general education program in Boston University's College of Basic Studies have developed a cooperative approach to composition instruction that they consider a useful model of structure, cooperation, and experience for others in interdisciplinary teaching systems to follow. Their instructional approach contains these components: the form and content of written assignments are planned jointly by the rhetoric and content instructors; both instructors devote class time to identifying their expectations not only as teachers but also as the students' audiences in science, social science, humanities, or psychology; rhetoric classes are devoted to developing the writing skills pertinent to the assignment; the students meet the rhetoric instructor in conference to have their rough drafts critiqued; and, finally, the students prepare a revised copy of their papers for the content instructor's evaluation. A marked improvement from rough draft grade to final grade illustrates the effectiveness of the revisionary process. Both the students and the teachers express satisfaction with this interdisciplinary approach to composition instruction. (Examples of assignment sheets and evaluation forms are appended.) (RL)

ED 170 751 CS 204 799

Greenberg, Mark

Shared Struggles, Shared Triumphs: Watching Writers Write.

Pub Date-Feb 79
Note-19p.; Paper presented at the Annual Meeting of the Midwest Regional Conference on English in the Two-Year College (14th, Des Moines, Iowa, February 15-17, 1979)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Critical Reading, Critical Thinking, Higher Education, *Historical Criticism, *Literary Analysis, Literary Discrimination, Literary History, *Literature Appreciation, *Poetry, Teaching Techniques, Textual Criticism

When teachers base classroom discussion of literature, particularly poetry, on the authors' manuscripts, notebooks, and letters, they allow students to watch writers write and to appreciate the craft involved in creative writing. Watching the writer at work examining the drafts and correspondence for such poems as Blake's London'' or Keats' To Autumn'' undercuts the intimidating authority of the anthologized work while providing concrete reasons for the final version's canonization. When students examine poetry in all its stages of creation, they begin to understand its formal and linguistic demands; as they trace a poem's progress toward completion, they develop critical methods and analytic skills for questioning literature's minute particulars. Students who watch writers write share the creator's struggles, and, present at the creation, they bask in the reflected glow of a perfected work's triumph. (Author/RL)

ED 170 752 CS 204 800

Berthoff, Ann E.

The Teacher as Researcher: A Theory of Imagination is a Direction-finder.

Pub Date-Feb 79
Note-21p.; Paper presented at the Annual Meeting of the California Association of Teachers of English (21st, San Diego, California, February 16-18, 1979); Some pages marginally legible due to light print
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, *Composition (Literary), *English Instruction, Higher Education, *Learning Theories, Secondary Education, *Writing Skills
Identifiers-*Composition Process

Theory and practice, especially in education and more particularly about the composition process, stand in a dialectical relationship to one another, otherwise practice gets gimmicky and theory becomes dogmatic. The role of theory is to define purposes, figure out why something works so it can be repeated, give perspective, and free teachers from an overdependence on preparation. A theory of imagination can help teachers in teaching critical and creative writing together, reading and writing together, and to understand what it means to speak of the composing process. Composing is forming, it is a continuum and students of composition need to be helped to turn on their minds throughout the process. A theory of imagination helps teachers invent assignments appropriate to one or another phase of the composing process. (TJ)

ED 170 753 CS 204 808

Cooper, Nancy M.

Korean Literature for American Students: An Annotated Bibliography of Writing by or about Koreans.

Pub Date- 78

Note-26p.; Bibliography prepared at San Jose State University

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cultural Awareness, Elementary Secondary Education, Fiction, Foreign Countries, *Korean Culture, *Literature, Nonfiction, *Non Western Civilization, *Resource Materials

Identifiers-*Korea

Compiled for use by students in the United States, this annotated bibliography of materials by or about Koreans contains more than 60 entries. The materials are listed according to the recommended grade level or difficulty and are divided into three sections. The first contains a listing of fiction and autobiography for both elementary and secondary school students. Resource materials covering the areas of history, geography, religion, tradition, and family life are included in the second section. The final section lists resource materials intended primarily for teachers. (FL)

ED 170 754 CS 204 809

Cronnell, Bruce Humes, Ann

Elementary Spelling: What's Really Taught.

Pub Date-Apr 79
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979); Appendix may not reproduce well due to small type
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Spelling, *Spelling Instruction, *Textbook Content, *Textbook Evaluation, Textbook Research

Content and performance-mode codes were used in a page-by-page examination of seven commonly used spelling series in a study of the content of elementary spelling instruction and the kinds of spelling practice provided by current spelling texts. The codes were processed by computer to permit analysis of what is taught. Results showed that most spelling programs shared a common content base; however, the programs varied in specific content, in sequencing of content, and in approaches to content. The amount, type, and relevance of practice also varied considerably among and within programs. (Author/FL)

Solomon, Susan J. Wurster, Stanley R.

Correlations between Critical Thinking Achievement and Scholastic Aptitude in High School Seniors.

Pub Date-Dec 78
Note-36p.; Study prepared at Arizona State University
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Academic Aptitude, Correlation, *Critical Thinking, High School Curriculum, High School Students, Secondary Education, Seniors, *Student Ability, Verbal Ability
Identifiers-*Preliminary Scholastic Aptitude Test, *Watson Glaser Critical Thinking Appraisal

A sample of 31 male and 31 female seniors participated in a study designed to correlate critical thinking achievement and scholastic aptitude. The subjects completed the "Watson Glaser Critical Thinking Appraisal" (WGCTA), and these scores were correlated with the subjects' scores for the "Preliminary Scholastic Aptitude Test" (PSAT), subject sex, and high school subgroup. The findings indicated strong positive relationships between critical thinking ability and the other variables. The results suggest that the inclusion of critical thinking in the high school curriculum is justified in light of its importance relative to scholastic aptitude and that sex has little bearing on the strength of the relationship between critical thinking ability and scholastic aptitude, making critical thinking instruction equally important for males and females. (RL)

ED 170 756 CS 204 811

Tovey, Duane R.
Writing Centers in the Elementary School. Fastback 127.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date-79
Note-37p.; Several pages may not reproduce well due to small type
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47402 ($0.75 non-members, $0.60 members)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiovisual Aids, *Centers of Interest, *Creative Writing, Elementary Education, *Expository Writing, Instructional Materials, *Teacher Developed Materials, *Writing Skills

Defining a writing center as a collection of activities and materials in a classroom for the purpose of stimulating, guiding, and encouraging children to write, this booklet offers suggestions for establishing and operating such a center. Various sections offer a rationale for the center, present activities to stimulate both creative and expository writing, and detail the equipment and materials needed for the center. (FL)

ED 170 757 CS 204 812

The Arts & Compensatory Education.

Michigan State Dept. of Education, Lansing.
Pub Date-May 79
Note-16p.; Photographs may not reproduce well
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Art Activities, Cognitive Processes, *Compensatory Education Programs, Dramatic Play, *Educationally Disadvantaged, Elementary Education, *Fine Arts, *Language Skills, Movement Education, Student Teacher Relationship, *Teaching Techniques

Intended to help compensatory education personnel better understand the role of the arts in cognitive growth, this booklet provides practical suggestions for using arts strategies in basic education. Following a discussion of the role of the arts in the learning process, the booklet presents a number of activities that involve the interaction of eye, ear, touch, and kinesthetic sense with the rational processes of the brain. Using dance, drama, music, and art, the activities assist in developing specific language skills. Suggestions for developing teacher/learner interaction and for organizing this approach into an existing program are also presented. (FL)

ED 170 758 CS 204 813

Karz, Deborah, Comp.
Title I Presents...Poems and Stories from Interior Alaska.
Iditarod Area School District, McGrath, Alaska.
Pub Date- 78
Note-30p.
Pub Type- Creative Works (030)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Alaska Natives, Composition (Literary), *Creative Writing, Elementary Secondary Education, *Poetry, Student Attitudes
Identifiers-*Alaska

This collection of 26 student writing samples from the nine schools of the Iditarod Area School District, McGrath, Alaska, includes poetry and prose reflecting nature, community life, recreation, and drug problems. Native Alaskan and Caucasian students of elementary and secondary levels are represented. (DF)

ED 170 759 CS 204 814

Goodkin, Vera H.

An Assessment of Small Group Activity in EG 101.''

Pub Date- 78

Note-11p.; Guide prepared at Mercer County Community College

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), Higher Education, Learning Activities, *Peer Teaching, *Small Group Instruction, *Student Participation, Teaching Methods, Videotape Recordings

The small group activities described in this paper resulted from the author's attempts to involve and challenge reluctant learners in an introductory college composition course. The paper describes the main types of activities used oral discussion of readings, collaboration on structure drills, exchange of worksheets for peer correction, and peer-critiquing in triads and describes a project in videotaping a peer-critiquing session, which was not a complete success due to technical difficulties. It reports positive outcomes of the group activities compared to outcomes noted for students in another section of the course who spent time in a writing center but had no group

activities, and it includes guidelines and checklists given to students to aid them in discussing and critiquing each other's work. (GT)

ED 170 760 CS 204 815

Brown, Karol Lawson
Individualizing English Instruction.
Pub Date- 78
Note-13p.; Self-Instructional Package prepared at Southern Illinois University
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adverbs, *English Instruction, *Grammar, *Individualized Instruction, *Instructional Materials, Junior High Schools, Secondary Education, Traditional Grammar

Geared to the grammar area of the English curriculum, this self-instructional package was designed to aid seventh, eighth, and ninth grade students in recognizing three types of adverbs (how,'' when,'' and where''). The package defines the three types, lists examples, and provides exercises. It also contains a pretest and a posttest. (FL)

ED 170 761 CS 204 816

Reid, Neil

Is Anyone Listening?

New Zealand Council for Educational Research, Wellington.

Pub Date-78

Note-9p.; Set 78, Number Two, Item 11; For related document, see CS 204 817

Available from-New Zealand Council for Educational Research, P.O. Box 3237, Wellington, New Zealand (Single copies of Set 78, $4.00 NZ)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Secondary Education, Language Arts, Language Enrichment, *Language Instruction, Language Skills, *Listening, *Listening Comprehension, Listening Habits, *Listening Skills, *Program Development, Research Utilization, *Resource Guides

To remedy the lack of well-planned developmental listening programs and adequate listening instruction in New Zealand schools, the New Zealand Council for Educational Research has produced this research-based teacher guide. The following materials are included: objectives for the reading program, including seven characteristics of a good listener; base lines for assessing levels of competence and for detecting undesirable listening habits, as well as for assessing the teacher's own speaking skills; obtaining an optimal classroom listening environment; detecting possible medical problems interfering with hearing; developing a systematic, regular, and varied listening program; direct versus integrated approaches to listening instruction; and the evaluation of listening, including 20 characteristics of the bad listener. References include a list of books containing listening activities, overviews of the field, the teaching of listening, testing, research, and standards. (DF)

ED 170 762 CS 204 817

McAlpine, Rachel

Fifth Formers: English Teachers: Poetry. Set 78, Number Two, Item 16.

New Zealand Council for Educational Research, Wellington.

Pub Date-78

Note-5p.; Set 78, Number Two, Item 16; For related document, see CS 204 816

Available from-New Zealand Council for Educational Research, P.O. Box 3237, Wellington, New Zealand (Single copies of Set 78, $4.00 NZ)

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Composition (Literary), *Creative Writing, *Educational Research, *English Instruction, Language Arts, *Poetry, Secondary Education, *Student Attitudes, *Teacher Attitudes

Identifiers-New Zealand

The New Zealand Council for Educational Research conducted a study to determine students' perceptions of and attitudes toward poetry instruction. A group of 186 fifth form (eleventh grade) students and 56 fifth form English teachers were queried in the following areas: the point of studying poetry; the "really important things" about a poem; the kinds of student poems that are preferred by teachers; and the reasons for memorizing poetry. It was found that students believed that poetry was taught and assigned to be memorized for practical reasons, while teachers advanced such reasons as aesthetic enrichment, intrinsic ideas, and personal satisfaction. Students and teachers were agreed that the aim of poetry instruction was to determine the meaning of poems. Students perceived teachers as valuing technical correctness and self-revelation, while teachers indicated that they were interested in such qualities as originality and imaginative language. Considerable disparity was found to exist between the perceptions of teachers regarding poetry instruction and the beliefs of pupils about such instruction. Classroom recommendations include greater teacher interest in individual students' reactions to poetry, linking the study of poetry with students' writing, and greater teacher sensitivity to students' feelings about their own poetry. (DF)

ED 170 763 CS 204 818

Carey, James W.

A Plea for the University Tradition.

Pub Date-Aug 78
Note-29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Policy, *Educational Problems, Higher Education, *Journalism Education, *Professional Education, *Universities

The university tradition of rational debate, moral concern, and public ideals is threatened by the forces of unchallenged professionalism, isolated privatization of individuals, and the loss of public life. Journalism education, caught between these forces, contributes to excessive professionalization at the expense of the university tradition by transmitting a ``take it for granted'' attitude to the journalistic profession rather than examining the moral and conceptual foundations of the profession. The university tradition, which attempts to adopt the general moral and intellectual point of view, must be cultivated not only within professional schools such as that of journalism but across the university. Specific recommendations to journalism scholars include the following: conceptually restore the idea of public life; aid the media in restoring the public life and public discourse to a real role in the political scene; and extirpate much of the professional spirit of the academic curriculum, asserting the scholarly tradition of concern with broader issues. (DF)

ED 170 764 CS 204 819

Perl, Sondra

The Composing Processes of Unskilled College Writers.

Pub Date-Apr 79
Note-65p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979); Some charts may not reproduce well due to small type
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Composition (Literary), *Educational Research, Junior Colleges, *Low Achievers, Miscue Analysis, Reading Processes, Teaching Techniques, Writing Exercises, *Writing Skills
Identifiers-*Composition Process

The findings from a study of five students undertaken to determine how unskilled college writers compose, whether their writing processes can be analyzed in a systematic manner, and what an increased understanding of those processes suggests about the nature of composing and about the manner in which writing is taught are presented in this paper. The first part summarizes the goals of the study, the kinds of data collected, and the research methods employed. The second part is a synopsis of the case study of one of the student writers. The third part presents a condensed version of the findings on the composing process and discusses these findings in light of current pedagogical practice and research design. Appendixes contain writing topics used in the study, student writing samples, and copies of composing style sheets. (FL)

ED 170 765 CS 204 820

Matthews, Dorothy, Ed.

Best Illinois Prose and Poetry of 1978.

Illinois Association of Teachers of English, Urbana.
Pub Date-79
Note-46p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English
Journal Cit-Illinois English Bulletin; v66 n4 Entire Issue Spr 1979
Pub Type- Collected Works - Serials (022) - Creative Works (030)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Awards, *Composition (Literary), Descriptive Writing, Elementary Secondary Education

The eight prose and 20 poetry entries in this bulletin were selected by a panel of the Illinois Association of Teachers of English as representing the best student writing in the state for 1978. The prose selections include descriptive passages and short stories, while the poetry entries represent a variety of forms, among them haiku and free verse. Lists of students chosen for honorable mention in both divisions and an honor roll of teachers are included. (FL)

ED 170 768 CS 204 821

Calkins, Lucy McCormick
When Children Want to Punctuate: Basic Skills Belong in Context.
Pub Date-Mar 79
Note-20p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (11th, Hartford, Connecticut, March 23-25, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Basic Skills, Comparative Analysis, *Composition (Literary), *Language Development, Language Research, *Learning Processes, Primary Education, *Punctuation, Skill Development, *Teaching Methods, *Writing Skills
Identifiers-*Composition Process

Observation and interviews of the children in two third grade classrooms one in which children write frequently and learn punctuation skills in context, and one in which children learn punctuation in isolation suggest that punctuation skills are learned more effectively in context. In interviews the writers'' could explain an average of 8.66 kinds of punctuation, while the nonwriters could explain only 3.85 kinds. The writers liked using punctuation because they saw that it clarified their writing for their classmates, while fewer than 25% of the nonwriters liked punctuation. The writers understood that punctuation affects the pace and inflection of language: 47% of their explanations referred to this, compared to only 9% of the explanations of the nonwriters. While the nonwriters described punctuation by trying to remember rules they have been taught, the writers referred to their writing in defining the use of punctuation. It also has been noted that the writers learned punctuation due to their increased need for it as their writing increased in complexity and that, in contrast to the nonwriters, they absorb information about punctuation from books and from classroom interaction. Their teacher encourages experimentation with punctuation, deferring corrections to final drafts of their papers. (Numerous quotations from first and third grade children's writing and from their conversations about punctuation are included in the paper.) (GT)

ED 170 767 CS 204 822

Composition in the Language Arts, Grades 1-8: An Instructional Framework. Bulletin No. 5478.

Wisconsin State Dept. of Public Instruction, Madison.
Pub Date- 78
Note-34p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives, *Composition (Literary), Curriculum Development, Drama, Elementary Secondary Education, Individualized Instruction, *Language Arts, Poetry, *Rhetoric, Self Evaluation, *Writing Skills

Designed to help elementary and middle school language arts teachers structure a comprehensive objectives-based composition program, this guide attends to fundamental rhetorical concepts that should enable schools to effectively use existing resources while extending the range of instructional potentials in areas not often included in commercially produced materials. The guide is premised upon the importance of rhetorical concepts processes, and forms in effective composition; it delineates objectives and activities in selected major composition areas; and it includes guiding questions and definitions for writer self-evaluation. An appendix contains student monitoring sheets. (FL)

ED 170 768 CS 204 823

Kuhn, Jeanette M.

Public Law 94-142: Language Arts Teacher's Concerns; Professional Rights.

Pub Date-Oct 78

Note-15p.; Paper presented at the Annual Meeting of the Illinois Association of Teachers of English (Chicago, Illinois, October 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Legislation, Educational Programs, Elementary Education, *Exceptional Child Education, Exceptional Child Services, Federal Legislation, Handicapped, Handicapped Children, *Handicapped Students, Individualized Instruction, *Language Arts, Legal Responsibility, Program Planning, School Responsibility, *Teacher Responsibility

Public Law 94-142, the Education for All Handicapped Children Act, which requires a free and appropriate education for all handicapped children in the United States, creates special problems for the language arts teacher. The law mandates that handicapped children should be mainstreamed to the maximum extent possible while receiving individualized instruction; however, language arts teachers are often untrained to deal with such students and many feel that individualized instruction should not be restricted to handicapped students. When mainstreaming is implemented, the teacher's professional rights include the following: access to complete student records, participation in all staffing sessions (with arrangements made to cover the classroom), clearly defined responsibilities as a team member, the option to refuse to accept the handicapped child into class based on existing teaching responsibilities, and released time in the teaching day to prepare individualized programs. The following procedures have proved helpful in integrating the handicapped child into the language arts classroom: the provision of special activities, the development of skill programs, the establishment of normal class expectations for the handicapped, the use of varied class organization patterns and varied instructional materials, and the development of creative activities. (DF)

ED 170 769 CS 204 824

Atlas, Marshall

Expert-Novice Differences in the Writing Process.

Pub Date- Apr 79

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), Educational Research, *Evaluation Methods, Higher Education, Language Usage, Letters (Correspondence), Linguistic Theory, Persuasive Discourse, Rhetoric, Task Performance, Writing Exercises, *Writing Skills

Skilled and unskilled writers were given detailed information about an urban planning project and then read a letter from an influential, interested, and potentially hostile writer requesting information about the project. Each writer was next asked to generate all the ideas needed to answer the letter, organize a framework for the letter from a collection of facts abstracted from the background information, and translate an experimenter-supplied outline into an actual letter. There were substantial objectively measurable differences between the two groups. Skilled writers used many more ideas, organized them earlier, and paid far more attention to the reader than did the unskilled writers. In addition, the skilled writers tended to organize their ideas as they generated them (which the unskilled writers did not do). (Materials used in the study are appended.) (Author)

ED 170 770 CS 204 825

Schwartz, Sheila
The Writing and Teaching of Adolescent Literature.
Pub Date-Feb 79
Note-17p.; Paper presented at the Annual Meeting of the California Association of Teachers of English (21st, San Diego, California, February 16-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescent Literature, Conventional Instruction, Evaluation Criteria, *Humanistic Education, Literary Analysis, Methods Courses, *Preservice Education, Questioning Techniques, Reading Material Selection, Secondary Education, *Small Group Instruction, *Teacher Developed Materials, *Teaching Techniques

The use of nontraditional adolescent literature in the secondary classroom and teacher training for this usage are discussed in this paper. After outlining a humanistic approach to adolescent literature, in which students are taught to use literature to illuminate their lives, the paper contrasts such an approach to the teaching of traditional literature, in which the emphasis is on understanding the text. It tells how certain societal changes have promoted the acceptance of adolescent literature as a serious genre and discusses the classroom focus on sociological, psychological, ethical, and ideological aspects of literary works. It next outlines the need for college methods courses in adolescent literature and presents guidelines for the selection of adolescent literature that are given to students in one methods course. The value of small group instruction in teaching adolescent literature is discussed, and suggestions are offered for the division of students into groups for class organization and for possible group activities. Finally, teacher-developed learning activity packets are described, the values of using them are listed, and suggestions are provided for incorporating questions and activities based on a hierarchy of thinking skills ranging from the factual to the conceptual and evaluative. (GT)

ED 170 771 CS 204 826

Bracken, Jeanne, Comp. Wigutoff, Sharon, Comp.

Books for Today's Children: An Annotated Bibliography of Non-Stereotyped Picture Books.

State Univ. of New York, Old Westbury. Coll. at Old Westbury. Feminist Press.

Pub Date-79

Note-42p.; Best copy available

Available from-The Feminist Press, Box 334, Old Westbury, New York 11568 ($1.50 plus $0.75 postage and handling)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adoption, *Childrens Books, Death, Grandparents, Minority Groups, One Parent Family, Parent Child Relationship, Peer Relationship, Physically Handicapped, Publishing Industry, Racism, *Sex Fairness, *Sex Role, *Sex Stereotypes

Identifiers-*Picture Books

Growing from a study of commercially produced books published since 1972 that appeared to be nonsexist or role free, this publication contains critical annotations of 193 picture books. The selections include stories of nonwhite cultures, single-parent homes, and women in nontraditional work roles and deal with diverse experiences such as adoption, disability, and death. Of the entries, 143 are recommended (free of sexism) 28 are recommended with some reservations, and 22 are not recommended because of sexist attitudes. Author and subject indexes are appended (FL)

ED 170 772　　　　　　　　　　　　　　　CS 204 827

Robinson, W. P.

Language Management in Education: The Australian Context.

Pub Date-Oct 78

Note-184p.

Available from-Allen & Unwin, Inc., 9 Winchester Terrace, Winchester, Massachusetts 01890 ($25.00 cloth, $11.95 paper)

Pub Type- Books (010) - Information Analyses (070) - Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors-*Academic Failure, Foreign Countries, *Language Development, *Language Proficiency, *Language Research, *Language Skills, Language Usage, Low Achievement Factors, *Lower Class Students, Sociolinguistics

Identifiers-Australia, *Bernstein (Basil)

Offering a comprehensive review of Australian research directed toward the study of the language use of children from different social backgrounds, this book assesses the validity of Basil Bernstein's thesis that many lower working class children are confined to a restricted code of language use. This evaluation is set in two wider contexts: what language is and how it works, and the ways in which the language performance of children is used by the decision makers in education. (FL)

ED 170 773 CS 204 828

Foster, Harold M.

The New Literacy: The Language of Film and Television.

National Council of Teachers of English, Urbana, Ill.

Pub Date-79

Note-70p.

Available from-National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 33339, $2.50 member, $2.75 non-member)

Pub Type- Books (010) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Communication Skills, *English Instruction, *Films, *Film Study, Popular Culture, Secondary Education, *Teaching Techniques, *Television, *Visual Literacy

This book is intended as an aid for high school English teachers who want to understand visual literacy and learn how to teach it. The first part of the book defines and analyzes the basic structural devices used in filmmaking. The first chapter in this section discusses how the creative use of these devices composition, lighting and color, movement, editing, sound, and rhythm influences people and manipulates their responses. The second chapter analyzes the realism of the motion picture medium in light of the inherently illusory nature of film art. The skills and knowledge of the first two chapters are used in the third to achieve a visually literate critique of Frederick Wiseman's film, High School.'' The second part of the book concerns the teaching of visual literacy skills as part of the high school English curriculum. The first chapter in this section offers practical suggestions about how to get suitable materials and what not to do in the classroom. The second contains descriptions of various classroom activities spanning a wide range of difficulty levels and includes some reading and writing exercises. The book concludes with appendixes that contain a list of books recommended for students and for teachers, a general bibliography, and the names and addresses of film distributors. (FL)

ED 170 774 CS 204 829

Hogan, Robert F.

Some Notes on Hunting for Mushrooms in the Slough of Despond.''

Pub Date-Feb 79

Note-14p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (14th, Orlando, Florida, February 8-10, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Faculty, *English Education, English Instruction, Grading, *Junior Colleges, Junior College Students, Literacy, Part Time Teachers, Student Teacher Relationship, Tax Allocation, *Teacher Attitudes, *Teacher Morale, Teaching Conditions

In this series of aphoristic remarks about the situation of English teachers in the junior college, the following topics are discussed: administrative structure and accountability; teacher load; part time instructors and professionalism; Proposition 13; literacy and junior college students; evaluation of student papers; careerism in teachers and students; teacher morale; and teachers' perception of the professional situation, including proposals for change. (DF)

ED 170 775 CS 204 830

San Jose, Christine
In the Mind and onto Paper: A Study of Children's Writing.
Pub Date- 74
Note-75p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Applied Linguistics, *Composition (Literary), Creative Writing, Descriptive Writing, Elementary Education, Expository Writing, Intelligence Quotient, Language Research, *Language Usage, Narration, Persuasive Discourse, Reading Comprehension, Sex Differences, *Syntax, *Transformation Generative Grammar, Writing Exercises
Identifiers-Chomsky (Noam)

A study of children's syntax from a transformational perspective was initiated to explore the following areas: syntactic differences between narrative, descriptive, expository, and argumentative writing, and the relation of these differences to IQ, sex, and reading comprehension; the relation of syntax content; and the relation of children's preferred writing to syntactic structures. Forty fourth grade students participated in a five-week writing unit, one week each in narrative, descriptive, expository, argumentative, and students' preferred modes. The writing was analyzed syntactically week by week, and syntactic performance in the different modes and population groups was compared with grades or content in the modes and in population groups and incidence of specific language functions. Results indicated the following: mode of writing affected length and incidence of syntactic structures; no relationship was found between mode and sex, IQ, or reading comprehension, nor between syntactic complexity and superiority in content grades, nor between syntax and effective expression of content; and students expressed preference for modes eliciting less complex syntax. (Classroom recommendations are included.) (DF)

ED 170 776 CS 204 831

Behrens, Laurence

Competency Testing: The Precis Approach.

Pub Date-Apr 79

Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Basic Skills, *Composition (Literary), *Content Reading, Higher Education, *Minimum Competency Testing, *Writing Skills

A competency test for writing that tests writing competency as an interdisciplinary skill called ``academic writing'' has been developed at The American University. The test focuses heavily on the subject and lightly on the writer or on the writer's sensibility. It avoids asking the student to write ``introspective meditations,'' to take and defend a moral position on a controversial issue, or to give a snap judgment on a sociological, historical, economic, or anthropological issue. On the first part of the test, students are required to write a precis of from 250 to 300 words describing a passage they have just read. In the second section, students read three or four brief selections related to a common theme and then synthesize the material in their own words and write a brief research paper. Evaluation is performed in three categories: reading comprehension, correctness, and writing quality. A passing score on each section must be achieved for a student to pass the test. (TJ)

ED 170 777 CS 204 832

Children and Advertising: A Bibliography.

Council of Better Business Bureaus, Inc., New York, N.Y. Clearinghouse for Research on Children's Advertising.

Pub Date-Jun 78

Note-57p.; For related document see ED 031 850

Available from-Children's Advertising Review Unit, National Advertising Division, Council of Better Business Bureaus, 845 Third Avenue, New York, New York 10022 ($10.00)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Children, *Consumer Education, Socialization, *Television Commercials

Identifiers-*Advertising

More than 600 entries are contained in this annotated bibliography of materials concerning the effects of television advertising on children. Entries are alphabetized by author and are divided into the following categories: special interest articles; general interest articles; books and pamphlets; government publications; transcripts of oral presentations; completed research, studies, and reports; research proposals and research-in-progress; unpublished works; bibliographies on children and advertising; and references of related interest. (FL)

ED 170 778 CS 204 838

The English Program of John Piersol McCaskey High School.
Lancaster City School District, Pa.
Pub Date-78
Note-591p.; A number of pages may not reproduce well due to light or small type
Available from-School District of Lancaster, Haupt School, East Lemon and Lime Streets, Lancaster, Pennsylvania 17602 ($7.50 including postage)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-*Composition (Literary), *English Curriculum, *English Instruction, *English Programs, *Language Arts, *Remedial Reading, Secondary Education

This curriculum guide describes the courses of study offered by the English department of McCaskey High School in Lancaster, Pennsylvania. It includes a brief statement of philosophy and general objectives, a short description of each course offered, a complete syllabus for each course, a description of a sequential composition course offered by the school district, and a description of the remedial reading program. Some of the courses described are: American literature, contemporary novel, mystery/detective stories, mythic man, literature of other cultures, newspaper production, and oral interpretation. (TJ)

ED 170 779 CS 204 835

Miller, Susan

Test Scores, Course Grades, and Bottom Lines.

Pub Date-Apr 79
Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *English Instruction, *Evaluation Criteria, *Grading, Higher Education, Student Evaluation, *Writing Skills
Identifiers-*Reader Response

There is often little correlation between objective tests of writing or writing components and grading by teachers. The technology that can be applied to student writing evaluation lags behind a reasoned rhetorical explanation of test results. Evaluations of writing are inadequate unless they are interpreted within a rhetorical context that includes who the writer is and for whom that writer is writing. Questions of quality thereby become part of a complicated context of interaction between specific writers and specific readers. The motivation and attitudes of both contributors to the meaning of a text ought not to be ignored; therefore, it is important to devise new descriptions of the affective as well as the cognitive aspects of writing and reading and to account for the predispositions of writer and reader. An interpretive theory informed by measurements of variables in dynamic, organic situations is needed. (TJ)

ED 170 780 CS 204 836

Reedy, John E.

Resources for Teaching about the Holocaust.

Pub Date-Sep 78
Note-9p.; Paper presented at the Annual Meeting of the New York State English Council (28th, Rochester, New York, September 21-23, 1978)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Civil Liberties, *English Curriculum, *History, *Human Relations, *International Crimes, *Literature, Resource Guides, Secondary Education, *Social Studies, War
Identifiers-*Holocaust

This paper asserts that the Holocaust of Nazi atrocities during World War II should be studied in high school English classes so that such events are not dismissed as historical fiction by future generations, and to help ensure that similar events do not occur. Toward this end, the paper suggests that a degree of objectivity be maintained in studying the Holocaust, indicating that such study should not concentrate exclusively on the Jewish victims, nor should ``Nazi'' be used as a synonym for ``German.'' The paper highlights events during the Nazi domination of Europe with titles of historical documents, diaries, and other first-person accounts that might be used in the study of such events as extermination and concentration camp experiences, the destruction of the Warsaw Jewish Ghetto, the plight of anti-Nazi Germans, and experiences of the Nazi occupation of Poland, Rumania, Denmark, France, and Italy. (RL)

ED 170 781 CS 204 837

Listening/Speaking Skills Booklet; Kindergarten to Grade Eight.
London Board of Education (Ontario).
Pub Date-78
Note-143p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Elementary Education, *Instructional Materials, *Language Arts, *Listening, *Listening Comprehension, *Listening Skills, *Speech Skills

In the conviction that oral/aural skills are a key element in language mastery, this booklet is intended to provide teachers with graded exercises for developing these skills in students from kindergarten to grade eight. The exercises are intended for practice in rapid listening training, and provide examples for teachers to expand and adapt according to circumstances. Sections dealing with memory, sequencing, discrimination, association, and closure are organized to present exercises of graded difficulty (not corresponding to grade levels). The exercises provide material for individual and small group work at different levels of difficulty, as well as whole-class activities. Complete exercises, including line drawings for classroom use, are included. (Author/DF)

Brown, Jane And Others

Writing About the Elderly: Facts, Sources and Background Material for the Journalist.

Institute of Gerontology, Ann Arbor, Mich.
Pub Date- 78
Note-19p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication (Thought Transfer), Interviews, Job Skills, *Journalism, Mass Media, News Writing, *Older Adults, Stereotypes, *Writing

This pamphlet contains information designed to assist those who write about the elderly and their role in society. The various sections provide background facts and figures concerning such issues as housing, economics, health, leisure activities, and women; specific story ideas; guidelines for interviewing the elderly; ways of eliminating stereotypes from writing; and lists of references. An appendix contains a list of agencies related to the elderly, especially in Michigan. (FL)

ED 170 783 CS 204 840

Haggerson, Nelson L. Heidt, Ann H.
Aesthetics Are Basic.
Pub Date-Mar 79
Note-19p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (34th, Detroit, Michigan, March 3-7, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aesthetic Education, Art Activities, *Art Education, Basic Skills, *Cultural Education, *Cultural Enrichment, *Curriculum Development, Elementary Secondary Education, Visual Literacy

The essential task of sharpening students' sensitivities may be facilitated by the curriculum, instructional program, and personnel of the school. Aesthetic education is basic because it is founded on the creative integration of sensing, feeling, intuiting, and thinking. The arts curriculum may be used to sharpen students' awareness and sensitivities, and may encourage increased aesthetic awareness and understanding by use of the critical/appreciative model. Students ponder what is unusual about a particular work through such exploratory questions as why the work is important, under what constraints the artist was working, and what individual responses the student feels toward the work; such questions draw the student into participation through inquiry. Implications for teacners, administrators, and

counselors include the following: establish a conducive environment for exploration of aesthetic appreciation; foster philosophical and contemporary aesthetics education in the teacher education curriculum; provide education for the arts educator to view aesthetics beyond his or her own discipline; use aesthetics systems education to teach about aesthetics systems of different cultures; and provide opportunities for students to share their aesthetic experiences. (DF)

White, Frank Wm.
Cameras in the Courtroom: A U.S. Survey. Journalism Monographs No. 60.
Association for Education in Journalism.
Pub Date-Apr 79
Note-41p.
Available from-Prof. Harold Wilson, AEJ Publications Manager, School of Journalism and Mass Communications, University of Minnesota, Minneapolis, Minnesota 55455 ($2.50)
Pub Type- Historical Materials (060) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Court Doctrine, Court Litigation, *Courts, *Journalism, *Legal Problems, *News Reporting, *Photography, *State Legislation

Changes in the prohibition against cameras in state courtrooms are examined in this report. It provides a historical sketch of camera usage in the courtroom since 1935 and reports on the states permitting still, videotape, film cameras, and other electronic equipment in courtrooms since 1978, on the states now experimenting with the matter, and on those currently planning experiments. It notes that the pattern of change has been unusual in that changes have developed from "below" rather than from the federal court system or the American Bar Association and that, in addition, the changes have been without clear leadership. The report points out that because the changes have developed at the level of the individual states without uniform guidance, emerging policies have differed: some states require camera pools, restriction of photographers to designated areas, the consent of all involved, and the restriction to a single camera, while others do not. It concludes that further research is needed regarding the psychological impact of cameras in the courtroom. (DF)

ED 170 785 CS 204 847

Moss, Anita
Writing: A Painful Process.

Pub Date-Feb 79
Note-13p.; Study prepared at the University of North Carolina at Charlotte
Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Assignments, College Freshmen, *Composition (Literary), *Discussion (Teaching Technique), Higher Education, Student Attitudes, *Student Interests, *Teaching Techniques
Identifiers-Composition Process, *Free Writing, *Student Journals

Based on the observation that freshman composition students associate writing with pain and unpleasantness and have been given little opportunity to engage in enjoyable writing, this paper advocates a method for making freewriting and the journal central and integral dimensions of the writing class. After discussing the techniques and the benefits of freewriting, as presented by Peter Elbow, the paper tells how students may be asked to alternate between structured and totally free journal entries and how they may then each choose one of their entries to turn into a finished paper. It explains how the class members and the teacher can help each student writer decide what type of audience to address, what method to use to organize the paper, and how to find more details. The paper then presents a sequence of 31 writing assignments, based on James Moffett's work, which involves students in the processes of recording, reporting, analyzing, and evaluating. (GT)

ED 170 786 CS 204 855

LaRocque, Geraldine E.

Paradigm with Panache or Why Was I So Good in Class Today?

Pub Date-Mar 79

Note-8p.; Paper presented at the combined Annual Meeting of the Conference on English Education and the Secondary School English Conference (Pittsburgh, Pennsylvania, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavioral Objectives, *Educational Objectives, *English Instruction, *Evaluation Criteria, Literature Appreciation, Secondary Education, *Teacher Evaluation, Teaching Methods, *Teaching Models

The interactions of the teaching act are extremely complicated and have not been codified for easy use; this has made it difficult for teachers to judge the teaching act. A paradigm for analyzing the teaching act is: subject matter of this nature, in this amount, for this purpose, with motivational activities and methodologies of these types, in this situation or setting, and with a teacher with this disposition, this background, and these qualities and attitudes produces these patterns of affective and cognitive learning in students at this level of development and maturity, with this kind of experience and with this kind of background. When any component of this paradigm is changed, then the patterns of affective and cognitive learning are changed. (An illustration of the use of the paradigm in teaching Romeo and Juliet'' is included. (TJ)

ED 170 787

CS 204 856

Haugh, Rita E.

Hazardous to Your Health: Magazine Coverage of the Saccharin Debate.

Pub Date-Aug 79

Note-14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-9, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Federal Regulation, Health Education, *Mass Media, *Media Research, *News Reporting, *Periodicals

Identifiers-*Saccharin

After the Food and Drug Administration announced the results of testing of saccharin as a possible carcinogen and ruled that it should be banned, a public outcry brought about a delay in the ban. A study of magazine coverage of the reasons for the ban and information about the testing showed that in eleven mass circulation magazines, the reporting of the proposed banning of saccharin and of the controversy that surrounded it was much less complete than should be expected. Coverage did not help the public develop respect for the Canadian tests on which the ban was based or to understand how the tests were done, nor did it explain the danger of saccharin use in terms that made it meaningful or applicable to people's lives. (TJ)

Hall, William S. Tirre, William C.

The Communicative Environment of Young Children: Social Class, Ethnic, and Situational Differences. Technical Report No. 125.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Contract-400-76-0116
Note-30p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Child Language, *Classroom Environment, *Cultural Factors, *Family Environment, Language Research, Linguistics, Parents, Preschool Education, *Social Differences, Teachers, *Vocabulary
Identifiers-*Center for the Study of Reading (Illinois), Oral Language

The research reported here focuses on one aspect of the communicative environment, namely vocabulary. The central question motivating this research was whether there are social class and ethnic group differences in the vocabulary used in the home and in the school situation. A corpus of talk was searched for the use of words from four standardized intelligence tests: Stanford-Binet, WISC-R, WPPSI, and Peabody. The number of different words that speakers used in the home and in the school situations was the dependent variable. Subjects were 36 children, aged 4 1/2 to 5 years, and their teachers and parents. Race and social class were the independent variables. Results showed that the school communicative environments of children from different social class and ethnic backgrounds did not differ in any significant way. The home communicative environments did differ along social class lines. (Author/TJ)

ED 170 789 CS 502 260

Merrill, John C.

The Free Flow of News'' and Western Communication Imperialism'': Divergent Views on Ethics in International Communication.

Pub Date-Jul 78

Note-37p.; Paper presented at the Annual Meeting of the Speech Communication Association Summer Conference on Intercultural Communication (2nd, Tampa, Florida, July 17-21, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communication (Thought Transfer), Ethics, *Information Dissemination, Information Needs, Information Utilization, *International Relations, *Journalism, *Non Western Civilization, Political Influences, *Political Issues, Press Opinion, *Western Civilization

Identifiers-*International Communication

A growing international controversy exists between the West on one hand and the Third World, Marxist states, and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) on the other focusing on the concepts of free flow of information'' and Western communication imperialism,'' and on ethical issues relating to these concepts. A basic difference exists between how these concepts are understood: the West understands free flow of information'' as lack of government controls, while the Third World and others stress a balanced and unbiased'' flow to and from the Third World. A balanced flow of news, however, is an unrealistic expectation, and internal restrictions on news in the Third World are an important explanation for a paucity of serious and vital news flowing to the West. Exception can also be taken to the popular indictment of the West as engaging in communication imperialism''; Western communication agencies offer but do not force their products on the Third World. The ethics of communication practices are closely tied to political philosophy and basic social theory. In the West it is believed that it is ethical to use communications systems for profit and public service, whereas in Communist and Third World nations it is held that communications systems should be highly controlled to develop their societies along collectivistic lines. (DF)

ED 170 790 CS 502 383

Vibbert, Steven L.

Burkian Ratios and Clement Haynesworth: A Proposed Method and Application.

Pub Date-Nov 78

Note-15p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication Problems, *Ethics, *Evaluation Methods, Higher Education, Integrity, *Moral Issues, *Persuasive Discourse, *Rhetorical Criticism, Speech Communication

Identifiers-*Burke (Kenneth), Communication Research, *Haynesworth (Clement F)

Kenneth Burke's 20 ratios permit the rhetorical critic to make very specific statements about the discourse under analysis and open the way for analytic speculation. The ratio method permits the critic to describe and understand the specific qualities of practical ethical dispute. Burkian ratios were employed to analyze the justificatory rhetoric of Clement F. Haynesworth during the Judiciary Committee Hearings on his Supreme Court nomination. An examination of Judge Haynesworth's testimony before the committee revealed 132 instances of ethical justification, which were coded according to the featured motives and ratio opposites that Burke has delineated. The findings indicate that Haynesworth relied heavily upon scene-act and scene-agent ratios, portraying himself as the victim of a scene he could not control. This justificatory strategy was both rhetorically and culturally deficient because it violated the cultural expectations of judgeness." (Author/RL)

ED 170 791 CS 502 393

Hartman, Maryann And Others

Using Oral Interpretation to Affect Public Policy.

Pub Date-Nov 78

Note-28p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Creative Dramatics, *Interpretive Reading, *Older Adults, *Oral History, *Physically Handicapped, Public Policy, Senior Citizens, Speech Communication

To dramatize the human resource potential of persons over 65 years old and of the disabled, oral interpretation presentations using oral histories were developed. These presentations were designed to lead to a stimulating exchange of ideas concerning the potential contribution to daily life of the elderly and of the disabled, and to pose questions regarding public policy toward these groups. Interviews were transcribed into dialog, and the scripts were read by elderly and disabled performers. Each of the two productions was performed 12 times; the program for the elderly was also broadcast on public television. These presentations dramatically illustrated the practical value of oral interpretation outside the classroom for raising awareness and influencing public policy towards the problems of the aging and the handicapped. (DF)

ED 170 792 CS 502 394

Chaffee, Steven H.

Communication Patterns in the Family: Implications for Adaptability and Change.

Pub Date-Nov 78

Note-24p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Communication Problems, *Family (Sociological Unit), Family Influence, *Family Relationship, *Interpersonal Relationship, *Parent Child Relationship, Research Needs, Research Problems

Identifiers-*Communication Research

The argument for renewed theoretical development in the study of family communication has several implications. One is that researchers should concentrate on family communication as such rather than expanding generalizations from family communication to other groups and institutions; this requires grappling more specifically with the explication and testing of theoretical propositions about the ways in which family communication functions. The roster of possible hypotheses includes such empirical theories as reinforcement, selective perception, information-seeking, and de facto selective exposure. Methodologies that are quite different from those used in the past will have to be devised and employed. Firsthand observation, experimental variation, and longitudinal designs are all needed. The latter is particularly important because the greatest implications of what is known about family communication have to do with developments occurring long after the child matures and leaves the family. Both observational and experimental ingenuity are needed to test specific hypotheses about the nature of the process by which family communication patterns shape the developing child's construction of the world around him. (Author/RL)

ED 170 793 CS 502 410

Soedjatmoko

The Future and the Learning Capacity of Nations: The Role of Communications.

International Inst. of Communications, London (England).

Pub Date-78

Note-26p.; The Louis G. Cowan Lecture given during the Annual Conference of the International Institute of Communications, September 11, 1978, Dubrovnik, Yugoslavia

Available from-International Institute of Communications, Tavistock House East, Tavistock Square, London WC1H 9LG, England

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Communication (Thought Transfer), *Communications, *Developing Nations, *Futures (of Society), *Mass Media, *Social Change, Social Problems, *Social Responsibility, Technological Advancement

The capacity of a national society to adjust to rapidly changing technoeconomic, sociocultural, and political changes depends greatly on its collective capacity to generate, ingest, reach out for, and utilize a vast amount of new and relevant information. This capacity for creative and innovative response to changing conditions and new challenges, the learning capacity'' of a nation, is not limited to the cognitive level, but includes the attitudinal, institutional, and organizational levels of society as well. The mass impact of modern communications makes it incumbent on the communicator to bring out the societal potential of the new advances in communications technology. Modern communications ought to be used in ways that will maintain and strengthen the essential pluralism of our societies; ensure greater capacity and opportunity for the weak, poor, and underinformed to participate in decision making; and facilitate mass education, using technology to facilitate open learning systems. Communications research should deal systematically with the communications impact on whole cultures and on macroprocesses of social change. (DF)

ED 170 794 CS 502 415

Cegala, Donald J.

Interaction Involvement: A Fundamental Dimension of Interpersonal Communication Competence.

Pub Date-Nov 78
Note-39p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communicative Competence (Languages), Factor Analysis, Factor Structure, *Interpersonal Competence, *Interpersonal Relationship, Predictive Validity, *Role Perception, *Speech Communication, Theories, Verbal Communication
Identifiers-Communication Research

E. Husserl's concept of intentionality provides a conceptual perspective of interpersonal communication that suggests a notion of face-to-face communication called ``interaction involvement.'' Structured along dimensions of awareness and responsiveness, interaction involvement explains interpersonal communication as a transactional relationship involving the elements of self, others, and situations. To test the validity of interaction involvement as a theoretical construct, eighteen questionnaire items were developed to represent the dimensions of awareness and responsiveness, and 326 individuals provided their responses to the items. Overall, the factor analysis of those responses provided reasonable support for the constructs of awareness and responsiveness as dimensions of interaction involvement. In view of this research, interaction involvement appears to be a rather fundamental dimension of interpersonal communication, more abstract yet more pervasive than the concept of communicative competence. (RL)

ED 170 795 CS 502 435

Spillman, Richard And Others

A New Procedure for the Detection of Patterns in Small Group Interaction.

Pub Date-Feb 79

Note-32p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Los Angeles, California, February 18-21, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Group Discussion, *Group Dynamics, *Group Relations, *Interaction Process Analysis, *Research Methodology

Identifiers-*Fuzzy Sets

This paper introduces a new method for the detection of patterns or phases in small groups based on fuzzy pattern recognition procedures. It tells how the method provides an accurate description of all the patterns of group interaction, detects rather than assumes the number of patterns and their length, and is based on fuzzy set theory so that it takes into account transitions between patterns. An example of the use of the method is provided using interaction from three decision-making groups. (Author/TJ)

ED 170 796 CS 502 444

Foulger, Davis

Refusal to Counterattitudinally Encode: A Study.

Pub Date-Nov 78

Note-9p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attrition (Research Studies), *Changing Attitudes, *Communication (Thought Transfer), Dropouts, *Experimental Groups, Higher Education, *Research Methodology, *Research Problems, Statistical Bias

Identifiers-*Communication Research

A study was conducted of experimental mortality (subjects' drop-out) in counter-attitudinal advocacy research, a line of research that explores the extent to which people can be induced to persuade themselves to a new attitude. Subjects were 54 volunteers from undergraduate speech classes. The study involved three stages: a pretest for attitude, instructions to the subjects that experimenters were preparing for a different experiment in which there would be an attempt to persuade subjects to a different point of view and that participants in the current experiment were being asked to encode a short persuasive message, and a posttest consisting of four questionnaires, one of which was the Burgoon Unwillingness to Communicate Scale. In stage two, subjects were told that they were not required to encode the message as it was not really part of their experiment, but that the experimenters were able to pay for the message. Results showed that neither the subjects' initial attitude toward the content of the message, the reward, nor the interaction of the two was a useful predictor of refusal to encode messages, but that the Burgoon scale was a useful predictor. (TJ)

ED 170 797 CS 502 469

Kahl, Mary L.
A Watchman on the Walls of World Freedom'': The International Crisis Speaking of John F. Kennedy.
Pub Date-Apr 79
Note-20p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, Missouri, April 5-7, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Communication (Thought Transfer), *Persuasive Discourse, *Presidents, *Rhetoric, *Rhetorical Criticism, Speeches, Speech Skills
Identifiers-*Kennedy (John F)

The primary goal of presidential crisis rhetoric appears to be the unification of the people of the United States in support of presidential policy. John F. Kennedy's crisis speaking corresponded both to his conceptions of presidential leadership and to those of the people. If the President of the United States is seen as the personification of the people, no more illustrative example of this kind of identification can be found than in Kennedy's crisis rhetoric. In both the Berlin crisis and the Cuban missile crisis speeches, Kennedy joined the idea of his will and wishes for resolution of the crises with those of the people. He put himself in the position of moral leader and spokesman for the nation by casting the issues under discussion in the mold of basic democratic ideology. He fulfilled his role as public educator while simultaneously urging support for his policies. An analysis of his rhetoric reveals that it performed well in moments of crisis. His speeches succeeded in securing the approval of the people and he triumphed in demonstrating the courage he admired in great leaders. (FL)

ED 170 798 CS 502 472

Bliese, John

The Role of Rhetoric in the Twelfth Century Renaissance.

Pub Date-Apr 79
Note-18p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, Missouri, April 5-7, 1979)
Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication (Thought Transfer), European History, *Intellectual History, *Medieval History, Persuasive Discourse, Religion, *Rhetoric, *Verbal Communication

The medieval study of classical rhetoric reached its zenith in the twelfth century. Rhetoric in its medieval phase can be divided into four distinct subdisciplines: ars praedicandi,'' or the preaching art; ars dictaminis,'' or the art of letter writing; ars poetriae,'' which focused on style and developed elaborate theories of versification; and the lesser studied aspect of rhetoric as one of the liberal arts. Contrary to conventional wisdom, there were several important situations in which the rhetorical training of the educated twelfth century man could be used effectively, including discussions of policy, law, economics, and public and church politics. Deserving of study is the degree to which theologians of this period, such as Saint Thomas Aquinas, were influenced by their rhetorical training. In addition, a divine rhetoric'' has begun to be studied, focusing on the art of spiritual oratory intended to influence God. (DF)

ED 170 799 CS 502 484

Ferris, Charles D.

Future Opportunities in Children's Television: Doing Well by Doing Good.

Pub Date-Mar 79

Note-14p.; Paper presented at the Annual Meeting of the National Association of Television Program Executives (Las Vegas, Nevada, March 12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Broadcast Industry, *Childrens Television, Commercial Television, Communication (Thought Transfer), *Educational Television, Information Dissemination, Mass Media, Media Technology, *Programing (Broadcast), Public Television, *Television

Identifiers-Federal Communications Commission

Viewer disenchantment with children's television can be allayed by creative programing that will also provide incentives to the broadcast industry. News and information programs, as well as entertaining and sensitive dramatizations of children's issues, have already fared well in the marketplace, proving that innovative children's programing can be good business. The technology exists to distribute video programing in a variety of formats, including cable, video cassette, and videodisc. Suggestions for program distribution include the creation of independent superstations serving a national child audience; prime-time family/child programing; consortia of network and independent stations for quality programing; using existing children's series produced by the Department of Health, Education, and Welfare that are offered virtually free of charge to broadcasters; and using the new incentives offered to independent producers to develop quality children's programs for public and commercial television. (DF)

ED 170 800 CS 502 491

Ulrich, Walter

The Agent in Argument: Toward a Theory of Fiat.

Pub Date-Apr 79
Note-16p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, Missouri, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Debate, Higher Education, *Persuasive Discourse, *Public Speaking, Secondary Education, *Speech Communication

In recent years, many debates have concentrated on which level of government is most appropriate to adopt a given policy. One suggestion is that fiat power in debate be limited to actions of the federal government. In debate, it must often be decided who should attempt to solve the problem. Too often, debaters forget the real-world limitations on agents, whether these are private citizens or the federal government. It is crucial to isolate the agent of an argument in a debate and to allow the agent powers that are real. The use of fiat is weak for the following reasons: there is no real-world counterpart to the all-powerful policy maker with universal fiat power; it would destroy debate at its logical conclusion because anything could be fiated by anyone; it produces poor debates because negative teams have had a tendency to run counterplans at the state level that merely duplicate affirmative federal plans; and there are time constraints on debate making it difficult to argue both the merits of an appropriate action and who the agent should be. The debate judge should assume the role of the agent in the assigned resolution and fiat action should be limited to federal government action. (TJ)

ED 170 801 CS 502 497

Breen, Myles P.

American Views of the Cultural Imperialism Charge.

Pub Date-Mar 79

Note-18p.; Paper presented at the Sydney College for Advanced Education Colloquium for Scholars Conference (Linfield, Australia, March 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication (Thought Transfer), Foreign Countries, Information Dissemination, *Information Sources, *International Relations, *Mass Media, *News Media, *Press Opinion, Telecommunication, Television

Identifiers *Australia

The United States is a major exporter but a minor importer of films and television programs; this situation has been described as a one-way flow of information from the United States to other nations. Although the official United States position is one of dedication to the two-way flow of communication, the ``majority'' view is that the media offerings of the United States are made available in a free marketplace and, under most circumstances, the free dissemination of information should not be restricted. The charge of ``cultural imperialism'' has been laid at the door of the Western media, particularly that of the United States; this view is accepted by the ``minority'' position while the ``majority'' position views this charge as an attempt by certain governments to use the language of cultural emancipation to silence political opposition and minority viewpoints. (DF)

ED 170 802 CS 502 503

Barnett, George A.

On the Nature of Synonyms: And This Little Piggie....

Pub Date-May 79

Note-34p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Theories, Higher Education, *Language Attitudes, Language Research, *Language Usage, Language Variation, Linguistic Theory, Multidimensional Scaling, *Semantics, *Word Frequency

Identifiers-*Synonyms

An experiment was conducted to investigate the nature of synonyms by using multidimensional scaling. The selected concept was ``pig'' and three of its synonyms ``hog,'' ``boar,'' and ``swine.'' These terms vary in their frequency of use in English, which makes it possible to explore a behaviorally based theory of meaning. Subjects were randomly assigned to one of four conditions where they performed direct pair comparisons with one of the four ``pig'' terms, a series of barnyard animal names, attributes, and a concept of self. The means of these four groups were entered into a multidimensional analysis. In contrast to the logical assumption that synonymous words would produce identical multidimesional spaces, the results, in fact, suggest that the four ``pig'' terms are not really equivalent, varying systematically in their meanings, in their use, and in their relation to positive attributes. The systematic variance in their meanings is such that each concept's distance from self on the multidimensional scale is inversely related to the frequency at which the concept is used in English. This further suggests that meaning is behaviorally governed, and that any symbol's meaning is an empirical question whose answer depends on measuring the actual users of that symbol. (Author/RL)

ED 170 803 CS 502 504

Kochman, Thomas

Fighting Words'': Black and White.

Pub Date-May 79

Note-75p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Aggression, Black Attitudes, *Black Culture, Caucasians, Communication (Thought Transfer), *Communication Problems, *Cultural Differences, Interaction, Interaction Process Analysis, *Language Styles, Language Usage, Legal Problems, *Race Relations, Speech Communication

After describing scenes that reveal a pattern in which whites regard blacks' speech behavior as threatening, aggressive, or hostile, and in which blacks disagree with their interpretation, this paper explores differences between black and white cultural assumptions, values, and conventions of aggressive behavior to account for the different interpretations. The following topics are discussed: general cultural assumptions about assertive/expressive behavior, including cultural assumptions about self-control; differences in what appear to be similar conventions of language use regarding arguments and discussions, arguments and fights, threats, woofing, cultural ritual as drama, woofing as drama, and woofing as play; the conceptual beginning of a fight for blacks; and implications of different black and white cultural perspectives on aggressive behavior for black/white interaction, social intervention, and legal interpretation. Numerous black/white dialogues are presented to clarify the topics discussed. (GT)

ED 170 804 CS 502 505

Hopper, Robert Tilghman, Peter P.

Visual Context and Children's Sentence Comprehension: Three Studies.

Pub Date-May 79

Note-25p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, *Comprehension Development, Cues, Early Childhood Education, Elementary Education, *Language Development, Language Research, *Listening Comprehension, *Pictorial Stimuli, Sentences, Stimulus Behavior

Three studies tested the ability of children of different ages to comprehend spoken sentences while viewing pictures that differed from the sentences according to some plausible combinations of actor, action, and beneficiary. In the first two studies, involving a total of 140 subjects, nine contextual conditions were used, including sentence only, helpful context, and confusing context with between one and four changes from sentence to picture. Analysis of the results indicated that three-year-old children performed poorly in sentence comprehension tasks unless a helpful picture was shown, that five-year-old children were able to respond to verbal stimuli in the absence of helpful visual stimuli but shared the visual reliance of younger children when confusing pictures were present, and that seven-year-old children were 60% to 80% accurate and nine-year-old children 90% accurate, in disregarding confusing pictures and giving sentence-based answers. In the third study, in which 120 children were permitted to choose which type of information (pictorial or spoken) to use in answering questions, three-year-old children demonstrated a clear reliance on pictorial stimuli, which was only slightly diminished for five-year-old children; but seven-year-old children shifted to a fifty-fifty reliance upon sentence stimuli and pictures. (GT)

ED 170 805 CS 502 509

Henderson, Bill

ERIC First Analysis: 1979-80 National High School Debate Resolutions (What Should Be the Future Direction of the Foreign Policy of the United States?).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-400-75-0029

Note-94p.; A number of tables may be marginally legible due to small type

Available from-Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 ($2.25 member, $2.50 non-member)

Pub Type- Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Debate, *Foreign Policy, *Persuasive Discourse, Political Issues, Public Speaking, *Research Tools, Secondary Education, Speech Communication

Identifiers-Information Analysis Products, *National High School Debate Resolutions (1979-80)

Intended as a resource for students in their study of the issues and arguments pertinent to the 1979-80 National High School Debate Resolution, What should be the future direction of the foreign policy of the United States?,'' this publication is organized into five units. The units are: definitions, including the problem area and the three debate resolutions; the first resolution, trade; the second resolution, arms; the third resolution, aid; and potential solutions. An extensive

ED 170 806 CS 502 510

Johnson, Kenneth M. And Others

The Effects of Two-Channel Communication and Style on Persons' Perceptions of Source Credibility and Verbal Content of a Speech.

Pub Date-May 79

Note-40p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Credibility, Higher Education, *Nonverbal Communication, *Persuasive Discourse, Research Methodology, Research Problems, Speech Communication, *Verbal Communication

Identifiers-*Audience Response, *Communication Research

Three methodological improvements were incorporated into a two-channel study that tested the relationships between communication cues, dynamic/conversational delivery styles, and four dimensions of source credibility dynamism, competence, evaluation, and trustworthiness. The methodological improvements included a molar rather than molecular examination of communication activity, the systematic elimination of nonverbal, verbal, or vocal communication channels to produce ``true'' two-channel stimulus conditions, and the inclusion of nonverbal/verbal as well as nonverbal/vocal and verbal/vocal data in the two-channel research design. Following validiation of the stimulus materials establishing their dynamic/conversational differences 266 undergraduates responded to one of the stimulus conditions by completing semantic differential scales of a speaker's credibility and the speech's verbal content. The results, supporting three of the four research hypotheses, reveal that the various channel cues and styles of delivery are perceived differently when judging a source's credibility than when judging the verbal content of a speech. The results also demonstrate the value of the two-channel research protocol with the incorporated improvements in methodology. (RL)

ED 170 807 CS 502 511

Williams, M. Lee Clampitt, Phillip G.
Patterns of Physician-Patient Communication Associated with Patient Satisfaction.
Pub Date-May 79
Note-38p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication (Thought Transfer), Communication Problems, Higher Education, Interaction Process Analysis, *Interpersonal Relationship, *Patients (Persons), *Physicians
Identifiers-*Communication Research

Using data drawn from ten initial physician/patient interviews, an original category system was employed to analyze patterns of physician/patient communication. Static analysis, interaction analysis, and Markov chain analysis were used to discover the underlying communication patterns associated with patient satisfaction. Results revealed that patient satisfaction was correlated with the physician talking more than the patient and controlling the topics of communication, with the physician spending relatively equal amounts of time prescribing what to do and giving cognitive information, with the physician preceding or following explanatory information with directives, with the physician and patient responding to each other in basically the same content areas, and with the physician meeting patient expectations (such as responding appropriately to patient questions). (Author/RL)

ED 170 808 CS 502 513

Stacks, Don W. Burgoon, Judee K.

The Persuasive Effects of Violating Spatial Distance Expectations in Small Groups.

Pub Date-Apr 79

Note-21p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Biloxi, Mississippi, April 11-14, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication (Thought Transfer), Communication Skills, Credibility, *Group Dynamics, *Information Theory, *Interpersonal Attraction, Interpersonal Relationship, *Persuasive Discourse, *Speech Communication, Verbal Communication

Identifiers-*Communication Research

A model of conversational distance violations that claims that these violations mediate communication outcomes such as source credibility, source attraction, and learning was examined in a study involving 136 undergraduate students. The students were tested in small group settings using eight confederates, four rated highly and four lowly in attraction and in credibility as measured in the dimensions of competence, composure, character, extroversion, and sociability. Contrary to the findings in all previous research that tested the model, a consistent main effect for reward was not found. There was a trend toward attraction, especially social attraction, being higher in the rewarding than the nonrewarding condition; however, similar results did not occur for persuasion and credibility. (DF)

ED 170 809 CS 502 514

Buckley, John E.

Informing College Students about Venereal Disease: The Mass Communication of a Public Issue.

Pub Date-May 79
Note-13p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), Higher Education, *Information Dissemination, Information Services, Medical Services, *Student Attitudes, *Venereal Diseases

An information campaign was conducted at the University of Tennessee at Knoxville in cooperation with the student health service to determine the effects of the communication of venereal disease information on the attitudes and behaviors of students. Specifically, the campaign sought to increase students' knowledge of venereal disease and awareness of the problem on campus and to encourage testing and treatment. A telephone survey queried approximately 400 students to determine their knowledge and attitudes. To encourage privacy in communication, 3,000 cards containing five facts on venereal disease, as well as the phone number of a recorded source of venereal disease information, were distributed. Another survey was then conducted to detect changes in attitudes and behaviors. Postsurvey results were as follows: both sexes and all ages were generally more knowledgeable about venereal disease than previously; the information gap between males and females (females having been more knowledgeable) was smaller; and both sexes and all ages were more likely to consider the disease a problem on campus. The relationship of the campaign to these changes was determined by querying students as to whether they had seen the card; those who had were considerably more knowledgeable about venereal disease. (DF)

ED 170 810 CS 502 515

Glasser, Theodore L. Jassem, Harvey C.
Indecent Broadcasts and the Listener's Right of Privacy.
Pub Date-May 79
Note-26p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979) ; Appended material removed due to copyright restrictions
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Censorship, Communication (Thought Transfer), Court Cases, Court Litigation, Courts, Federal Regulation, Freedom of Speech, Mass Media, *Privacy, *Programing (Broadcast), *Radio, *Supreme Court Litigation
Identifiers-*FCC v Pacifica Foundation

In the 1978 FCC v. Pacifica Foundation'' ruling, the United States Supreme Court considered the authority of the Federal Communications Commission (FCC) to regulate indecent radio programing, finding that the public has a constitutionally protected interest in being protected against objectionable programing. The FCC suit, arising out of a broadcast of comedian George Carlin's Filthy Words'' satire, focused on three aspects of radio which distinguish it from less obtrusive modes of communication, justifying special treatment of offensive or objectionable broadcasts: children, often unsupervised, have access to radios; radios are in the home where the privacy interest is entitled to extra consideration; and unconsenting adults may tune in a station without any warning that offensive language is being broadcast. Confusion surrounds the type of balance sought by the Court in conflicts between intrusive expressions and privacy claims. While government may properly act in many situations to prohibit intrusion into the privacy of the home of unwelcome views and language which cannot be totally barred from public dialogue, no substantial agreement exists regarding when intrusion by expression constitutes an invasion of privacy. (DF)

ED 170 811 CS 502 516

Haas, Adelaide

Sojourner Truth A Woman of Strength and Vision.

Pub Date-May 79
Note-12p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)
Pub Type- Opinion Papers (120) - Historical Materials (060) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Black History, *Black Leadership, *Females, *Language Styles, *Public Speaking, *Rhetoric, Rhetorical Criticism, Sex (Characteristics), Sex Differences, *Speech Communication, United States History
Identifiers-*Truth (Sojourner)

Based upon research conducted during the past decade that identifies speech features of form, topic, content, and use of language as male- or female-associated, this paper examines the rhetoric of Sojourner Truth in reference to these features. It classifies her directness, originality, and action as male-associated and her modesty, emotionalism, and sensitivity as female-associated. It concludes that hers was an androgynous speech that was not limited by genderlect. (Author)

ED 170 812 CS 502 517

Jeffres, Leo W. Hur, K. Kyoon

Communication Channels and Information Flow among Ethnics.

Pub Date-May 79

Note-23p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Ethnic Groups, Information Dissemination, Information Needs, *Information Sources, Mass Media, *News Media, Socioeconomic Status

Identifiers-*Communication Research

The questionnaire responses of 768 people from a variety of ethnic groups were analyzed to determine what communication channels were used to link ethnics to their native countries and to provide news of the ethnic community. The relationships between channel preferences and demographics, ethnicity, and communication channel patterns were also examined. The analysis revealed that the four major communication channels used were friends and neighbors (interpersonal communication), radio, local metropolitan daily newspapers, and ethnic-language newspapers. Lower socioeconomic status (SES) respondents relied more on interpersonal communication and on ethnic media, while higher SES respondents turned more to metropolitan media and magazines. Small size of ethnic group was shown to be related to greater importance of interpersonal sources of information church and correspondence. Suburbanites relied more on metropolitan mass media for news of the ethnic community, while urbanites relied more on friends and neighbors and the church. (FL)

ED 170 913 CS 502 518

McDowell, Earl E. And Others

An Abstract of an Investigation of Innovation Variables in a Technology Inventory.

Pub Date-May 79

Note-19p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Employee Attitudes, Employer Employee Relationship, *Individual Characteristics, *Innovation, *Organizational Communication, Participant Characteristics, Science Programs

Identifiers-*Communication Research

Employees of a large data processing corporation participated in a study designed to determine differences on a series of innovation variables between and among employee participants and nonparticipants in a technology inventory program. Three employee groups were distinguished: employees who participated in the technology inventory program, those who were aware of the program but chose not to participate, and those who were unaware of the program. A total of 473 employees completed a 40-item self-administered questionnaire that measured six innovation variables: technical dyadic communication, information seeking behavior, awareness of gatekeeper, tendency to risk, attitudinal evaluation of innovation atmosphere, and social behavioral evaluation of innovation atmosphere. Analysis of the results revealed that there were differences among the participant and nonparticipant groups and relationships among innovation variables, between categorical and innovation variables, and between attitudinal and behavioral variables. (Eleven tables of data are included.) (GT)

ED 170 814 CS 502 519

Rosenfeld, Richard

On Critiquing the Critique: Another Look at the Debate over Mass Society and Popular Culture.

Pub Date-May 79

Note-35p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Broadcast Industry, Communication (Thought Transfer), *Culture, *Information Dissemination, *Mass Media, *Popular Culture, Social Change, *Social Influences, *Sociocultural Patterns

The mass culture critique of advanced industrialized society calls forth such images as an omnipresent media; demagogic politics; a bleak, standardized aesthetic landscape; routinized work; and empty leisure; but the mass culture critique suffers from conceptual ambiguity and a paucity of research. The mass culture critique, from both radical and conservative perspectives, encompasses the arguments that mass culture creation has a negative character, and that it negatively affects high culture, its audience, and society at large. Research shows the empirical assumptions of the critique (the structural distinction between mass and high culture and the impact of mass culture on high culture, on its audiences, and on the larger social structure) to be largely unfounded. It is recommended that the terms mass culture'' and mass society'' be dropped and that popular and high cultures be decomposed into their constituent taste cultures. Also, the heavy reliance on content analysis to inform the mass culture critique should be discontinued; it is not sufficient to study content alone to gauge the impact of cultural content on audience; audiences must be studied as well. (DF)

ED 170 815 CS 502 520

Clampitt, Phillip G. Williams, M. Lee

Physician-Patient Communication and Patient Compliance: A Theoretical Orientation.

Pub Date-May 79

Note-30p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, Attitudes, Behavior Theories, Beliefs, *Communication (Thought Transfer), Communication Problems, *Cooperation, Credibility, *Interpersonal Relationship, *Patients (Persons), *Physicians, Predictor Variables

This paper synthesizes much of the literature concerning physician/patient communication as it relates to patient compliance. Using the theoretical perspective that deals with belief, attitude, intention, and behavior (a perspective generated by Martin Fishbein and Icek Ajzen), a new theoretical orientation for predicting patient compliance is proposed. This orientation examines physician/patient communication behavior during diagnosis, prognosis, and prescription as that behavior affects the patient's compliance, recall, understanding, satisfaction, and anxiety levels. Several predictions related to patient compliance and a number of possible research questions are offered. (RL)

ED 170 816 CS 502 522

Anapol, Malthon M., Ed.
Theme Issue on Mass Communication.
Metropolitan Washington Communication Association, Washington, D.C.
Pub Date-78
Note-60p.; Footnotes may not reproduce well due to small type
Journal Cit-The Encoder; v6 n1 Entire Issue Fall 1978
Pub Type- Collected Works - Serials (022) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Audiences, *Court Cases, Feminism, Films, *Mass Media, *Programing (Broadcast), Technological Advancement, Telecommunication, *Television, Violence

Focusing on issues in mass communication, the six articles in this journal issue cover many facets and approaches to the topics. The first article offers a review of recent developments in the field and some comments about its future. The second article reviews feminism in comedies from the 1930s and in a current film, and the third analyzes the film version of the urban rebel. The fourth article discusses the implications for television programing of Florida vs. Zamora,'' while the fifth offers research concerning audience production functions. The final article reviews key court cases concerning television and the courtroom. (FL)

ED 170 817 CS 502 524

Krayer, Karl J. And Others

The Analysis of Speech Habits: Principles, Processes, and Dynamics.

Pub Date-May 79

Note-78p.; Manual prepared at the University of Houston

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Acoustic Phonetics, Diction, Elementary Secondary Education, Evaluation Criteria, Listening, Pronunciation, *Speech Education, *Speech Evaluation, *Speech Habits, Speech Improvement, Speech Instruction, Speech Skills

Intended as an introduction to the problem of conducting an in-depth examination of speech behavior, this manual is based upon the findings of recent research and on developments in speech analysis. The seven chapters discuss the following: a rationale for evaluating speech habits, the role of listening in the analysis of speech habits, preliminary considerations for analysis, evaluation instruments, means of analyzing speech habits, the reliability of and standards for ratings, and methods for recommending improvement for those with poor speech habits. Appendixes contain a sample rating form, the international Phonetic Alphabet, sample interview questions, and two reading passages phonetically transcribed according to the general American, black, and Chicano dialects. (FL)

ED 170 818 CS 502 525

Levin, Beatrice J. And Others
Speaking: Pupil Competencies.
Philadelphia School District, Pa.
Pub Date-73
Note-19p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Objectives, Communication (Thought Transfer), *Communication Skills, Comprehension, *Creative Activities, Elementary Education, Pronunciation Instruction, *Speech Communication, *Speech Skills
Identifiers-*Oral Language

To ensure that all of the subskills undergirding pupils' speaking are identified, taught, and reinforced, the School District of Philadelphia prepared hierarchical listings of skills as exemplified in specific student behaviors. The structured sequence of oral language behaviors are stated operationally and are identified at 14 levels in terms of the following three categories: use of oral language (skills delivery) including word usage and pronunciation; communication of ideas (comprehension) including various measures of communicative competence; and dramatic speaking (creative) including dramatizations and singing activities. (DF)

ED 170 819 CS 502 527

Langellier, Kristin M.

The Audience Performs: A Phenomenological Model for Criticism of Oral Interpretation Performance.

Pub Date-Apr 79
Note-13p.; Paper presented at the Central States Speech Association (St. Louis, Missouri, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audience Participation, *Communication (Thought Transfer), *Interpretive Reading, *Listening Comprehension, *Models, *Philosophy, *Speech Communication
Identifiers-Lanigan (Richard)

Richard Lanigan's phenomenology of human communication is applicable to the development of a model for critiquing oral interpretation performance. This phenomenological model takes conscious experience of the relationship of a person and the lived-world as its data base, and assumes a phenomenology of performance which creates text in the triadic relationship of literature, persona/performer, and audience. The model explains the experience through the explicit proposition of implicit conscious experience of the literature-in-performance in a three-step process: (1) description of one's conscious experience, or ``what I know''; (2) definition, or ``how I know''; and (3) interpretation, or ``why I know,'' where the performance-of-audience creates meaning. Each step of this phenomenological method entails the previous one in synergistic relationship. Implications of the model include the following: the use of the audience's conscious experience of the literature-in-performance as data base is preferable to the use of imposed or hypothetical constructs; the method may be useful for critiquing other performances; oral interpretation criticism may be seen as a paradigm of human communication; and a phenomenological performance criticism is needed. (DF)

ED 170 820 CS 502 528

Ross, F. Susan Ackerman Sochat, Nancy

Close Encounters of the Medical Kind: Attitudes Toward Male and Female Physicians.

Pub Date-May 79

Note-15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), Interpersonal Relationship, Medical Services, *Patients (Persons), *Physicians, Role Perception, *Sex Differences, *Sex Role

Identifiers-*Communication Research

To assess patient preferences for male as opposed to female physicians, 120 adults were asked to complete a questionnaire. The results indicated that preference for male versus female physicians was influenced by three factors: gender of respondent, nature of the clinical complaint, and specified physician attributes. Overall, the responses suggested a preference for same-gender physicians. (FL)

ED 170 821 CS 502 529

Johnson, Kenneth M.

The Effects of the Structure of Communication Rules on Persons' Simulated Conversations.

Pub Date-May 79

Note-41p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attribution Theory, Communication Problems, *Cooperation, Game Theory, Higher Education, *Interpersonal Competence, *Interpersonal Relationship, Locus of Control, Research Methodology, *Simulation

Identifiers-*Communication Research

The goals of this study were to replicate the findings produced in a previous conversation simulation study, to examine the conditions whereby persons attribute blame, and to extend the methodology employed in simulation game study. Conversations were simulated by a two-person game in which subjects (46 undergraduate students) were provided a deck of cards comprising an artificial language and a set of rules for action and meaning. The logic of the conversations was manipulated in two versions of the game by changing the complexity and symmetry of the rules. Subject ability to coordinate ``conversations'' was measured during and after each game for descriptions of the predictability of the partner (intrapersonal) and for each dyad's actual coordination score (interpersonal). The results in general replicated the findings of the previous study. In addition, the results indicated variation in persons' attribution of blame and in the salience of certain variables during the course of a ``conversation''; for example, ``unpredictability of partner'' was highly correlated with several variables at midgame but not with any variables at the end of the game. (Author/RL)

ED 170 822 CS 502 530

Elsea, Kenneth J.

The Role of Communication in Organizational Socialization: A Selective Review of Relevant Literature.

Pub Date-May 79

Note-42p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior, *Communication (Thought Transfer), Job Satisfaction, Job Skills, *Organizational Communication, Organizations (Groups), *Socialization, Values

Identifiers-*Communication Research

Defining organizational socialization as the process by which people learn the values, norms, and required behaviors that permit them to participate as members of an organization, this paper offers a review of representative, relevant literature on the role of communication in the process. The studies are organized according to six general approaches: the sociological approach, the stages approach, the reinforcement approach, the modeling approach, the role-taking approach, and the role-making approach. In addition, the paper discusses the implications of the studies and suggests directions for future investigations of communication in organizational socialization. (FL)

ED 170 823 CS 502 531

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1 - March 31, 1979. Status Report Number 57.

Haskins Labs., New Haven, Conn.

Pub Date-79
Note-300p.; Some figures may not reproduce well due to small type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Acoustic Phonetics, *Applied Linguistics, *Articulation (Speech), Auditory Perception, Beginning Reading, Communication (Thought Transfer), Decoding (Reading), Linguistic Performance, Linguistics, Perception, Phonology, *Pronunciation, Psycholinguistics, *Speech Communication, Speech Skills
Identifiers-*Communication Research, *Oral Language

Research reports on the nature of speech, instrumentation for the investigation of speech, and practical applications of research are included in this status report for the January 1 - March 31, 1979 period. The reports deal with the following topics: an articulatory synthesizer for perceptual research; the perception of an oral-nasal continuum generated by articulatory synthesis; coarticulation and theories of extrinsic timing; orthography and the beginning reader; aspiration amplitude as a voicing cue for syllable-initial stop consonants presented monaurally and in dichotic competition; stop-consonant place perception with single-formant stimuli; vowel duration change and its underlying physiological mechanisms; the psycholinguistic basis of linguistic awareness; some effects of later-occurring information on the perception of stop-consonant and semivowel; perceptual equivalence of two acoustic cues for stop-consonant manner; syllabic coding and reading ability in word recognition; acoustic cues for a fricative-affricate contrast in word-final position; apprehending spelling patterns for vowels (a developmental study); perceptual centers in speech production and perception; and the influence of vocalic environment on perception of silence in speech. (DF)

ED 170 824 CS 502 535

Trank, Douglas M.

Back to the Basics: A Case for Teaching Forensics.

Pub Date- 77

Note-12p.; Study prepared at the University of Iowa

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Basic Skills, Communication (Thought Transfer), *Communication Skills, *Communicative Competence (Languages), *Curriculum Enrichment, *Debate, English Curriculum, Higher Education, Interpersonal Competence, Language Arts, *Persuasive Discourse, Secondary Education, *Speech Communication, Speech Curriculum, Verbal Communication

Identifiers-Back to Basics, *Forensics

Back to basics education includes, among other skills, the ability to communicate; this ability can be greatly enhanced by a well-designed forensics program that incorporates argumentation and critical thinking. Forensics education can enchance development of communication competence by enlarging students' repertoire of communication acts for the five functions of controlling, feeling, informing, ritualizing, and imagining; by helping students select criteria for making choices from the repertoire; by assisting students in implementing the communication acts chosen; and by evaluating the effectiveness of the communication employed. These dimensions can serve as a framework for the development of a forensics education program which is central and critical to a curriculum concerned with basic communication competence. Debate tournaments are to be seen as one of many ways students can demonstrate competencies gained in such a program. (DF)

ED 170 825 CS 502 540

Putnam, Linda L.

Women in Management: Leadership Theories, Research Results, and Future Directions.

Pub Date-Apr 79

Note 35p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, Missouri, April 5-7, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Females, *Leadership Qualities, *Managerial Occupations, Research Problems, *Sex Differences, Sex Stereotypes

This review of the literature about women in management advocates the pursuit of research on women executives as unique components in the organizational setting, with the warning that careful and unremitting attention be paid to the selection of theoretical perspectives. It examines trait and role theory, and discusses such factors as aggressiveness and dominance versus dependency and submission; self-confidence and self-esteem; emotional control and sound judgement; and achievement motivation. It then considers leadership styles and behaviors, looking at women executives as democrats, autocrats, and iconoclasts. Finally it considers literature related to systems theories and structural variables as determinants of leadership behavior. (TJ)

ED 170 826 CS 502 541

Johnson, Mark

Ascertaining Community Leaders: An Alternative Method.

Pub Date-May 79
Note-13p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Broadcast Industry, *Certification, *Community Attitudes, *Community Leaders, *Evaluation Methods, Mass Media, *Media Research

A survey was undertaken in Houston, Texas, of participants in a joint ascertainment session. The session had been designed to elicit comment from community leaders for broadcast media which were gathering information as part of their license renewal process. Those community leaders and representatives of the broadcast facilities who had participated in the joint ascertainment survey were mailed questionnaires about their participation. It was found that the community leaders believed that there was value to the process, that their participation would have an impact on program decisions, that the broadcasters were interested in what they had to say, and that they were willing to participate in the future. There was a general opinion that more questions of a specific nature should have been asked. The broadcasters felt that the process was valuable, believed that the community leaders were interested in participating, endorsed the concept of joint ascertainment, and indicated their willingness to participate again. (TJ)

ED 170 827 CS 502 544

Wolvin, Andrew D. Coakley, Carolyn Gwynn

Listening Instruction.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-400-75-0029

Note-48p.; Theory & Research Into Practice Series; Several pages may not reproduce well due to light type

Available from-Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 ($2.25 member, $2.50 non-member)

Pub Type- Books (010) - Opinion Papers (120) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Auditory Discrimination, *Communication (Thought Transfer), Higher Education, *Learning Activities, *Listening, Listening Comprehension, *Listening Skills, Nonverbal Communication, Secondary Education, Skill Development, *Speech Communication, *Teaching Techniques

Identifiers-Information Analysis Products

Designed to aid high school and college teachers in teaching the fundamentals of listening, this booklet includes sections on theory and on practice. The section on theory discusses the listening process and its importance, examines five purposes for listening (appreciative, discriminative, comprehensive, therapeutic, and critical), and tells how teachers can help students to improve their listening skills. The section on practice describes 38 exercises keyed to specific topics discussed in the first section. The exercises are designed to increase students' skills in such areas as listening for different purposes, concentrating on what is said, interpreting feedback, appreciating oral literature, giving and following directions, and applying nondirective listening in interpersonal communication. (GT)

ED 170 828 EA 011 516

Miles, Matthew B.

Project on Social Architecture in Education. Final Report. Part I: Introduction. Chapter 1: Executive Summary. Chapter 2: New Schools as a Strategy for Educational Improvement. Chapter 3: Planning and Implementing New Schools: A General Framework.

Center for Policy Research, New York, N.Y.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Grant-NIE-G-74-0051

Note-116p.; For related documents, see EA 011 512-522; Not available in paper copy due to marginal legibility of original document

Pub Type- Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Change Strategies, *Educational Improvement, *Educational Innovation, Elementary Secondary Education, Group Dynamics, Longitudinal Studies, School Environment, *School Planning, Social Science Research, Social Systems

This report stems from an extended inquiry into the planning and implementation of new, innovative schools, seen as a useful but failure-prone strategy for educational improvement. The Project on Social Architecture in Education studied the processes and outcomes of efforts to create three elementary and three secondary schools in public urban and suburban school districts. The products of the study include a general conceptual framework for the domain of new-school planning and implementation research instruments; five book-length case studies, together with analyses and conclusions; and a set of learning materials for people creating comprehensive new educational programs in school settings. This document contains chapter 1, an executive summary that briefly reviews the substance of the various parts of the report with their associated chapters; chapter 2, a review of other improvement strategies and a comparison with the new/innovative school as a particular strategy for educational improvement; and chapter 3, the general framework for planning and implementing new schools. (Author/MLF)

ED 170 829 EA 011 517

Miles, Matthew B.

Project on Social Architecture in Education. Final Report. Part II: Research Methods. Chapter 4: Project Overview. Chapter 5: Research Methods.

Center for Policy Research, New York, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-NIE-G-74-0051
Note-220p.; For related documents, see EA 011 512-522; Not available in paper copy due to marginal legibility of original document
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Change Strategies, Concept Formation, *Educational Improvement, *Educational Innovation, Elementary Secondary Education, Ethnography, Group Dynamics, Longitudinal Studies, Measurement Instruments, *Research Methodology, Research Problems, School Environment, *School Planning, Social Systems

This document contains chapters 4 and 5 of the final report of the Project on Social Architecture in Education. Chapter 4 provides a brief overview of the activities of the project in order to sketch the context out of which the case studies, conclusions, and learning materials emerged. Chapter 5 discusses and evaluates six major strands of research activity in the project that were developing simultaneously and interactively: retrieval of prior research and practice; site acquisition; conceptualization; instrument development; data collection; and data analysis. The appendices contain copies of the measurement instruments and data analysis forms. (Author/MLF)

ED 170 830 EA 011 518

Miles, Matthew B.

Project on Social Architecture in Education. Final Report. Part III: Case Studies. Chapter 6: Westgate Schools. A Case Study of Two Open-Space Elementary Schools.

Center for Policy Research, New York, N.Y.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Grant-NIE-G-74-0051

Note-189p.; For related documents, see EA 011 512-522; Not available in paper copy due to marginal legibility of original document

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Change Strategies, *Educational Improvement, *Educational Innovation, Elementary Education, Group Dynamics, Longitudinal Studies, *Open Plan Schools, *School Environment, *School Planning, Social Systems

This document contains chapter 6 of the final report of the Project on Social Architecture in Education. Five case studies were produced from the data collected at each site, using a common outline developed from the conceptual framework. Chapter 6 is about two schools that emphasized open education in new open-space settings, in a small, suburban district. Each case provides a general overview of the school as it now exists, then backtracks to its early history. The flow of planning and implementation over time is followed closely, with descriptive sections alternating with analysis and commentary. A summary of the school's degree of success, and explanations for it, is followed by commentary from participants in the case and general conclusions. (Author/MLF)

ED 170 831 EA 011 519

Gold, Barry A. Miles, Matthew B.

Project on Social Architecture in Education. Final Report. Part III: Case Studies. Chapter 7: Change and Conflict. Educational Innovation in Community Context.

Center for Policy Research, New York, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-NIE-G-74-0051
Note-414p.; For related documents, see EA 011 512-522
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-*Change Strategies, Conflict, *Educational Improvement, *Educational Innovation, Elementary Education, Group Dynamics, Longitudinal Studies, *Open Plan Schools, School Community Relationship, *School Environment, *School Planning, Social Systems

This document contains chapter 7 of the final report of the Project on Social Architecture in Education. Chapter 7 is about a new open-space elementary school. The hopes were to create a humanely oriented, flexible program, in which teaching teams would utilize the open space in creative ways, emphasizing individualization. The early planning left most details open, and the final planning was carried out collaboratively by the new principal and the staff. The planning largely ignored growing community criticism: parents felt their expectations for walls dividing the open space and for more-traditional learning options had been violated. The case shows how environmental pressures on a school, in conjuction with internal difficulties and weaknesses, can induce radical organizational change over time in this case from a collegial'' organization to a coercive, then a bureaucratic one, gradually moving back in a collegial direction. (Author/MLF)

Miles, Matthew B. And Others

Project on Social Architecture in Education. Final Report. Part III: Case Studies. Chapter 8: Innovation in Lakeport. Two Case Studies. College High School: A Planning Case Study. The Founding of Julius Appelbaum High School.

Center for Policy Research, New York, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-NIE-G-74-0051
Note-199p.; For related documents, see EA 011 512-522; Not available in paper copy due to marginal legibility of original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Change Strategies, *Educational Improvement, *Educational Innovation, Group Dynamics, Longitudinal Studies, *School Environment, *School Planning, Secondary Education, Social Systems, *Teacher Administrator Relationship, Unions, Urban Education

This document contains chapter 8 of the final report of the Project on Social Architecture in Education. Chapter 8 contains two case studies, set in a large urban district with an entrenched central office bureaucracy and a militant teachers' union. The pressures of a fiscal crisis surrounded both efforts. College High School was intended to serve inner-city students by providing a humane learning environment oriented to "basic skills and beyond." It would draw on the resources of two sponsoring organizations the school district and a municipal college and be sited on the campus. The design of the school began to depart from the original vision, because of bureaucratic and union constraints as well as the work style of the planners. The original hopes for Julius Appelbaum High School were to provide innovative learning experiences, linking a strong academic program, business courses, and direct work experience in the offices of the nearby financial and business community. The case is interesting for the sharp discontinuity between planning and implementation and the strong movement toward bureaucratization driven by, as the case puts it, "the key planner's neglect of substance and the key implementer's neglect of human relations." (Author/MLF)

ED 170 833 EA 011 521

Sullivan, Ellen Wahl

Project on Social Architecture in Education. Final Report. Part III: Case Studies. Chapter 9: Arts Co-op: An Experimental High School Program.

Center for Policy Research, New York, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-NIE-G-74-0051
Note-284p.; For related documents, see EA 011 512-522
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Art Education, *Change Strategies, *Educational Improvement, *Educational Innovation, *Experimental Schools, Group Dynamics, Longitudinal Studies, Regional Programs, School Environment, *School Planning, Secondary Education, Social Systems

This document contains chapter 9 of the final report of the Project on Social Architecture in Education. Chapter 9 is about a regional experimental high school program for the arts. Several features distinguished Arts Co-op from the other schools in the study. For one, it was a special purpose school, focused on the arts, and not offering a regular academic program at all; students took their academic subjects in the mornings and came to Arts Co-op in the afternoon. Second, it was the result of a regional planning effort, involving a number of adjacent school districts who agreed that this was a financially and educationally effective way to present special needed services. Third, the school was to be financed by tuition payments allocated by the participating school districts, voted upon yearly by each town's board of education. Arts Co-op, more than any other school in the study, stayed true to the intent and vision of the planners; they got what they had said they wanted. There were many reasons for this, and the case study attempts to illuminate these. (Author/MLF)

ED 170 834 EA 011 522

Miles, Matthew B. And Others

Project on Social Architecture in Education. Final Report. Part IV: Conclusions. Chapter 10: Reflections on the Case Studies. Chapter 11: Implications and Advice.

Center for Policy Research, New York, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-NIE-G-74-0051
Note-55p.; For related documents, see EA 011 512-521
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Change Strategies, *Educational Improvement, *Educational Innovation, Elementary Secondary Education, Longitudinal Studies, Program Evaluation, *School Environment, *School Planning, *Social Systems

This document contains the concluding chapters of the final report on the Project on Social Architecture in Education. Chapter 10 reviews the case studies and begins with some comments on the question of implementation success, both ultimate and intermediate. The discussion then moves to each of the six basic primary tasks political stabilization, knowledge utilization, vision development, social-architectural design, actualization, and

institutionalization assessing how the tasks were, in general, approached. The chapter concludes with some discussion of the planning/implementation group capabilities that seemed critical for success. Chapter 11 offers some possible lessons that may be useful for several different audiences: those planning and implementing new schools; those supplying funds for such efforts; those aiding or facilitating such efforts; and students and researchers of the educational change process. (Author/MLF)

ED 170 835 EA 011 580

McGhehey, M. A., Ed.

Contemporary Legal Issues in Education.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-79

Note-294p.; Papers presented at the 1978 Annual Convention of the National Organization on Legal Problems of Education; For individual papers, see EA 011 581 and EA 011 583-598

Available from-National Organization on Legal Problems of Education, 5401 S.W. Seventh Avenue, Topeka, Kansas 66606 ($11.95)

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Court Litigation, Elementary Secondary Education, Higher Education, *School Law

This book is a collection of 19 addresses made at the 1978 annual convention of the National Organization on Legal Problems of Education (NOLPE). Some of the topics covered include: suits against school officials, Title IX, competency testing, teaching moral and spiritual values in public schools, the Bakke decision, unintended impacts of Supreme Court discipline decisions, reverse discrimination in black colleges, reduction in force, Public Law 94-142 and the nonhandicapped student, church-state relations in employment, religion in the public schools, private colleges, school board attorneys, educational malpractice, collective bargaining, and teacher evaluation. (Author/LD)

ED 170 836 EA 011 581

Frels, Kelly
Suits for Damages and Attorneys' Fees Against School Districts and School Officials.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-79
Note-9p.; Chapter 1 of "Contemporary Legal Issues in Education" (EA 011 580); For related documents, see EA 011 580-581 and EA 011 583-598; Paper presented at the 1978 Annual Convention of the National Organization on Legal Problems of Education
Available from-Not available separately; See EA 011 580
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-*Court Litigation, Elementary Secondary Education, Government Employees, Legal Responsibility, *Local Government
Identifiers-*Monell v Department of Social Services New York

This paper explores legal issues that have arisen since the overruling of Monroe v. Pape, a case holding that municipalities were not persons and therefore immune from suit. Monell v. Department of Social Services of City of New York ruled that local governmental bodies, including officials in their official capacities, can be sued directly for monetary, declaratory, or injunctive relief. The paper discusses what injury must be proven to entitle a plaintiff to damages and whether the prevailing party should be awarded attorneys' fees. The paper concludes that as a result of Monell, more suits will undoubtedly be filed against political subdivisions. As a result of the governmental body being amenable to suit, fewer suits should be filed that are aimed primarily at individual defendants. (Author/LD)

ED 170 837 EA 011 583

Carter, David G.

Proficiency Testing and the Law: An Old Problem With a New Twist.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-79

Note-14p.; Chapter 3 of Contemporary Legal Issues in Education'' (EA 011 580); For related documents, see EA 011 580-581 and EA 011 583-598 ; Paper presented at the 1978 Annual Convention of the National Organization on Legal Problems of Education

Available from-Not available separately; See EA 011 580

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Court Litigation, *Minimum Competency Testing, Secondary Education

This paper discusses the legal implications inherent in the competency or proficiency testing issue. Competency testing is designed to respond to the public demand for accountability by placing responsibility on the educational organization, versus the learner, to assure that students no longer leave high school functionally illiterate. Following a history of competency testing, this paper examines the current interest in it as well as legislative and judicial considerations. The paper concludes that some form of student assessment is probably needed, but the question is whether minimum competency testing is the answer. Educators must be able to scrutinize testing programs and also learn from court cases so that injuries to students are minimized. (Author/LD)

ED 170 838 EA 011 584

Nolte, M. Chester

Teaching Moral and Spiritual Values in Public Schools: Legal Implications.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-79

Note-19p.; Chapter 4 of Contemporary Legal Issues in Education'' (EA 011 580); For related documents, see EA 011 580-581 and EA 011 583-598 ; Paper presented at the 1978 Annual convention of the NAtional Organization on Legal Problems of Education

Available from-Not available separately; See EA 011 580

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Court Litigation, Elementary Secondary Education, *Ethical Instruction, Religious Education, State Church Separation

This paper explores the legal ramifications associated with teaching moral and spiritual values in the public schools. Following a history of the problem, the paper discusses four schemes currently used for teaching these values to the young: (1) withdrawing children from public schools to either enroll them in private or parochial schools, or instructing them at home; (2) petitioning the board to release children for short periods of time during school hours to receive religious instruction away from school property; (3) asking church and state to cooperate in shared-time programs; and (4) inculcating moral and spiritual values into the public school system. The paper concludes that over 90 percent of American children are taught moral and spiritual values in the public school system. Thus cooperation of parents, teachers, and administrators is essential to determining how these values should be taught. (Author/LD)

ED 170 839 EA 011 585

Lewis, John F.

The Bakke Decision: Implications for Employment.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-79

Note-13p.; Chapter 5 of Contemporary Legal Issues in Education'' (EA 011 580); For related documents, see EA 011 580-581 and EA 011 583-598 ; Paper presented at the 1978 Annual Convention of National Organization on Legal Problems of Education

Available from-Not available separately; See EA 011 580

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Affirmative Action, *Court Litigation, *Employment Practices, Racial Discrimination

Identifiers-*Bakke v Regents of University of California

This paper discusses legal implications for employment as a result of Bakke v. Regents of University of California, a reverse discrimination case that ruled in favor of the plaintiff. It refers to Weber v. Kaiser Aluminum and Chemical Corporation, a case that may turn out to be more significant than Bakke because it involves jobs, money, and who gets paid. The paper also discusses the establishment of quotas, the signing of consent decrees, and the use of race as a basis for discrimination. The author concludes that any future affirmative action plans should indicate the desirability of a balanced faculty and consider background, academic record, and geographical origin, not just race. Also, the language of goals, timetables, and quotas should be used in a more general sense to indicate improving racial balance. (Author/LD)

ED 170 840 EA 011 586

Morris, Arval A.
The Bakke Decision: Implications for Admissions.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-79
Note-24p.; Chapter 6 of Contemporary Legal Issues in Education'' (EA 011 580); For related documents, see EA 011 580-581 and EA 011 583-598 ; Paper presented at the 1978 Annual Convention of the National Organization on Legal Problems of Education
Available from-Not available separately; See EA 011 580
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-*Admission Criteria, Equal Protection, Higher Education, Medical Schools, Reverse Discrimination, *Supreme Court Litigation
Identifiers-*Bakke v Regents of University of California

This paper discusses the Supreme Court's treatment of the issues in Bakke v. Regents of University of California and its implications for admissions programs. Bakke raised two basic issues in his reverse discrimination suit. First, he argued that Davis's medical school admission program was illegal under Title VI. Second, he claimed unconstitutional and unequal treatment under the equal protection clause of the Fourteenth Amendment. This paper discusses the three principle opinions by the Supreme Court justices Stevens, Powell, and Brennan. It concludes that the Bakke decision holds Davis's program to be illegal without any consistently agreed upon rationale by the majority. Also, Bakke yields no definitive interpretation of Title VI on whether that title's content is the same or different from the equal protection clause. Bakke settles so little that it is virtually useless as a precedent. The paper notes, however, that many possible admissions systems might measure up to the required standards. (Author/LD)

Lufler, Henry S., Jr.
Unintended Impact of Supreme Court School Discipline Decisions.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-79
Note-9p.; Chapter 7 of Contemporary Legal Issues in Education'' (EA 011 580); For related documents, see EA 011 580-581 and EA 011 583-598; Paper presented at the 1978 Annual Convention of the National Organization on Legal Problems of Education
Available from-Not available separately; See EA 011 580
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-*Discipline, Elementary Secondary Education, *Supreme Court Litigation
Identifiers-*Goss v Lopez

Using Goss v. Lopez as an example, this paper discusses how a Supreme Court decision impacts at three different levels: the extent of compliance with a decision, the direct effects of a decision, and of greater importance the unintended consequences. The latter occur, for example, when school districts engage attorneys where they had none before, when state legislatures begin to enact legislation in areas related to the court cases, or when loss of public esteem in the courts occurs as a result of the court's decision. The paper concludes that uncertainty about Goss and other decisions, especially among teachers and students, can be addressed through inservice and continuing education programs and through the incorporation of legal education into the public school and teacher preparation curricula. Until these steps are taken, unintended consequences of the court's discipline decisions will continue to be felt and will have a significant, if difficult to measure, impact on what occurs in the public schools. (Author/LD)

Brown, Frank

Craig v. Alabama University: Reverse Discrimination in Employment and Historical Black Colleges.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-79

Note-14p.; Chapter 8 of ``Contemporary Legal Issues in Education'' (EA 011 580); For related documents, see EA 011 580-581 and EA 011 583-598; Paper presented at the 1978 Annual Convention of the National Organization on Legal Problems of Education

Available from-Not available separately; See EA 011 580

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Black Colleges, *Court Litigation, Higher Education, *Reverse Discrimination, *Teacher Employment

Identifiers-*Craig v Alabama State University

This paper presents an indepth analysis of Craig v. Alabama State University (ASU), a lawsuit involving charges of reverse discrimination in employment against a historical black college. The plaintiff, who felt that the nonrenewal of his contract was due to his race, won his suit against ASU for himself and all other whites similarly situated. The paper discusses the use of race in the Constitution, the current position of black colleges, the case itself, the decree, and the remedy. It concludes that ASU's administration refused to adequately defend the college's position and that the court failed to recognize the special mission of historical black colleges. If the case can still be appealed and won, the paper notes, black colleges will be allowed to consider race in the hiring of their faculty. Otherwise, if Craig is fully implemented, it could mean the death of historical black colleges. (Author/LD)

ED 170 843 EA 011 589

Delon, Floyd G.
Reduction in Force: Legal Implications.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-79
Note-13p.; Chapter 9 of Contemporary Legal Issues in Education'' (EA 011 580); For related documents, see EA 011 580-581 and EA 011 583-598 ; Paper presented at the 1978 Annual Convention of the National Organization on Legal Problems of Education
Available from-Not available separately; See EA 011 580
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-*Court Litigation, Elementary Secondary Education, Higher Education, *Reduction in Force

This paper looks at recent court litigation stemming from reduction in teaching force in school districts. First it discusses those cases in which constitutional questions were raised, including charges of racial discrimination and infringement of both procedural and substantive rights. Next it looks at statutory issues where most of the reduction-in-force litigation falls. Examples of the latter include issues of seniority and tenure, legal qualifications, right to notice and hearing, sufficiency of evidence supporting the decision, and call-back rights. Finally, the paper discusses contract issues, including individual contracts and collective bargaining agreements. The conclusion states that reduction-in-force decisions are more likely to survive judicial scrutiny (1) when made on a nondiscriminatory basis, (2) when carried out in compliance with well-formulated policies, (3) when separated from dismissal for cause decisions, (4) when supported by documentation, and (5) when constitutional and statutory procedural requirements and collective bargaining agreements are followed to the letter. (Author/LD)

ED 170 844 EA 011 590

McCarthy, Martha M.

Public Law 94-142 and Its Implications for Nonhandicapped Students.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-79
Note-14p.; Chapter 10 of Contemporary Legal Issues in Education'' (EA 011 580); For related documents, see EA 011 580-581 and EA 011 583-598 ; Paper presented at the 1978 Annual Convention of the National Organization on Legal Problems of Education
Available from-Not available separately; See EA 011 580
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-Elementary Secondary Education, Federal Legislation, *Handicapped Students
Identifiers-Education for All Handicapped Children Act

This paper discusses Public Law 94-142, which guarantees a free and appropriate public education for all handicapped children, and its implications for nonhandicapped students. The controversial provisions of the statute and reactions they have generated in the field are discussed in detail. Finally, the paper explores some potential implications of the statute for nonhandicapped children as well as for public education in general. It concludes that the statute holds great potential for educational reform at all levels. However, it cautions educators to assess the impact of the law on the total public school program and to reevaluate current directions before courts and legislatures make greater demands on schools, dissipating energies and funds, with all children emerging the losers. (Author/LD)

ED 170 845 EA 011 591

Bryson, Joseph E.

Church-State: Duty of the Employer to Make Religious Accommodations for Employees.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-79

Note-14p.; Chapter 11 of "Contemporary Legal Issues in Education" (EA 011 580); For related documents, see EA 011 580-581 and EA 011 583-598; Paper presented at the 1978 Annual Convention of the National Organization on Legal Problems of Education

Available from-Not available separately; See EA 011 580

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Court Litigation, Elementary Secondary Education, *Employment Practices, *Religious Discrimination, State Church Separation

Identifiers-*Civil Rights Act 1964, *Trans World Airlines Inc v Hardison

This paper focuses on the duty of employers to make religious accommodations for employees. First it examines the First Amendment. Then it discusses major Supreme Court decisions from industry and education in the context of the 1964 Civil Rights Act and 1972 Amendment. One important case Trans World Airlines Inc. v. Hardison ruled in favor of the plaintiff, stating that to require TWA to bear more than a de minimis cost in order to give Hardison Saturdays off would be an undue hardship. The paper concludes, however, that many church-state issues that are yet to be resolved are or were not even seriously discussed in Hardison. For example, majority arbitrary religious mandates should be no more or less constitutionally sheltered than minority religious mandates. (Author/LD)

ED 170 846 EA 011 592

Bilger, Jean

Religion in the Public Schools The Twilight Zones.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-79

Note-13p.; Chapter 12 of "Contemporary Legal Issues in Education" (EA 011 580); For related documents, see EA 011 580-581 and EA 011 583-598 ; Paper presented at the 1978 Annual Convention of the National Organization on Legal Problems of Education

Available from-Not available separately; See EA 011 580

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Court Litigation, Elementary Secondary Education, Higher Education, *Public Schools, *Religion, State Church Separation

Identifiers-*First Amendment

This paper analyzes two parts of the First Amendment, the establishment and free exercise clauses, and discusses related court cases. The establishment clause prohibits the fusion of governmental and religious functions or the dependency of one on the other. The free exercise clause guarantees every person the freedom to choose his or her own religion and to define his or her own relationship between these two clauses. The paper discusses what it calls "the twilight zones" of religion in public schools, namely, programs devoted to activities with religious overtones, school-sponsored student clubs with a religious theme, and prayers recited before school meetings. Other gray areas involve holiday programs with a religious theme, distribution of Bibles on school grounds, using the Bible as a resource book, and religion courses in general. The paper concludes that if a school district remains neutral in the exercise of the establishment and free exercise clauses, it can prevent the kind of involvement that leads to governmental control of churches or governmental restraint of religious practices. (Author/LD)

ED 170 847 EA 011 593

Grace, James L., Jr.
The Law and Private Colleges.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-79
Note-16p.; Chapter 13 of "Contemporary Legal Issues in Education" (EA 011 580); For related documents, see EA 011 580-581 and EA 011 583-598 ; Paper presented at the 1978 Annual Convention of the National Organization on Legal Problems of Education
Available from-Not available separately; See EA 011 580
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-Collective Bargaining, *Court Litigation, Equal Opportunities (Jobs), Higher Education, *Private Colleges

This paper discusses the law as it applies to private colleges as distinct from public institutions. First, it analyzes how private colleges and universities may be held to the constitutional standards of public institutions if they are engaged in state action or, in other words, in activities closely involved with a public function or purpose. Second, it discusses the Equal Opportunity Act and how individuals can claim employment discrimination under state statutes based on race, color, religion, sex, or national origin. Third, it discusses how students at private colleges can base their rights of action on contract. Finally, it discusses collective bargaining and how a private college, as a private entity, comes under the jurisdiction of the National Labor Relations Board. (Author/LD)

ED 170 848 EA 011 594

Stern, Ralph D.

Problems of School Board Attorneys.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-79
Note-5p.; Chapter 14 of Contemporary Legal Issues in Education'' (EA 011 580); For related documents, see EA 011 580-581 and EA 011 583-598 ; Paper presented at the 1978 Annual Convention of the National Organization on Legal Problems of Education
Available from-Not available separately; See EA 011 580
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Elementary Secondary Education, *Lawyers, *Legal Problems
Identifiers-*San Diego Unified School District CA

This paper discusses the problems of a school board attorney in the San Diego school district. Two problems are identified and discussed: the separation of legal determinations from policy determinations and the identification of the client in a particular situation. The paper concludes that the relationship between the board and the superintendent determines how adroit an attorney must be and where his or her responsibility finally rests. (Author/LD)

ED 170 849 EA 011 595

Harris, J. John, III

Educational Malpractice: A Contemporary View with an Eye Towards the Future.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-79

Note-9p.; Chapter 15 of Contemporary Legal Issues in Education'' (EA 011 580); For related documents, see EA 011 580-581 and EA 011 583-598 ; Paper presented at the 1978 Annual Convention of the National Organization on Legal Problems of Education

Available from-Not available separately; See EA 011 580

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Court Litigation, *Educational Accountability, Elementary Secondary Education

Identifiers-*Educational Malpractice

This paper examines the developing concept of educational malpractice since the mid-1970s. It discusses the aftermath of Peter Doe v. San Francisco Unified School District, a case in which the court found against the student's claim that his school had failed to provide him with an adequate education. Two approaches are now being taken to define the concept of educational malpractice, the paper contends. These are the consideration of college registration of college registration as a form of implied contract and the adoption of competency testing standards by many states. The paper concludes that a cooperative effort with parents and students can help solve the problems of educational accountability. (Author/LD)

ED 170 850 EA 011 596

Lynch, Patrick D.

Educational Policy and Educational Malpractice.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-79

Note-34p., Chapter 16 of "Contemporary Legal Issues in Education" (EA 011 580); For related documents, see EA 011 580-581 and EA 011 583-598 ; Paper presented at the 1978 Annual Convention of the National Organization on Legal Problems of Education

Available from-Not available separately; See EA 011 580

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Court Litigation, *Educational Accountability, Educational Policy, Elementary Secondary Education, Torts

Identifiers-*Educational Malpractice, *Peter Doe v San Francisco Unified School District

This paper discusses how charges of malpractice affect educational policy. It details the case of Peter W. v. San Francisco Unified School District, a precedent-setting case that began a chain of litigation concerning alleged educational malpractice. The paper also discusses cause of action in malpractice, legal and statutory standards of conduct, and three major considerations of public education policy. It concludes that educational malpractice allegations will probably become harder to prove. If schools are forced to concentrate more on eliminating incompetent teaching, they should not drift into even less humane concern for their pupils. (Author/LD)

ED 170 851 EA 011 597

Grinstead, Kenneth

Prohibited Practices in Collective Bargaining in Public Education.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-79

Note-34p.; Chapter 17 of ``Contemporary Legal Issues in Education'' (EA 011 580); For related documents, see EA 011 580-581 and EA 011 583-598; Paper presented at the 1978 Annual Convention of the National Organization on Legal Problems of Education

Available from-Not available separately; See EA 011 580

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Collective Bargaining, *Court Litigation, Elementary Secondary Education, *Government Employees, Higher Education, *Industrial Relations, Public Education, *State Legislation

This paper outlines prohibited practices in collective bargaining when they take place in public education. After discussing rights of public employees as they parallel the language of the National Labor Relations Act, the paper goes indepth into five practices generally prohibited by state law: (1) domination of and interference with employee rights, (2) restraint or coercion of employees who wish to form or join a union, (3) refusal to bargain in good faith, (4) employee strikes, and (5) unfair labor practice by unions. The paper states that collective bargaining in public education can be satisfactorily regulated under private sector concepts. A case-by-case decisionmaking approach to unlawful practices, it says, is superior to a rigid, legislative listing of specific prohibited practices. (Author/LD)

ED 170 852 EA 011 598

Zirkel, Perry A.

Legal Aspects of Teacher Evaluation.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-79

Note-11p.; Chapter 18 of "Contemporary Legal Issues in Education" (EA 011 580); For related documents, see EA 011 580-581 and EA 011 583-597 ; Paper presented at the 1978 Annual Convention of the National Organization on Legal Problems of Education

Available from-Not available separately; See EA 011 580

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Court Litigation, Elementary Secondary Education, Higher Education, *State Legislation, *Teacher Evaluation

This paper concerns the legal aspects of teacher evaluation and how it remains largely a matter of state control. It discusses federal overlays and state law and then summarizes case law relating to teacher evaluation. The paper concludes that while teacher evaluation is basically a state matter, the overlay of federally protected rights and the interplay with local collective bargaining cannot be ignored. It cautions that principals who fail to comply as evaluators may face civil rights suits. In addition, it states that the influence of facts upon judicial reviews is indisputable, and the inservice education of judges under federal discrimination statutes can result in different interpretations of the law. (Author/LD)

Selector's Guide for High School United States History Programs. EPIE Report: Number 87m.

Educational Products Information Exchange Inst., New York, N.Y.
Pub Date-79
Note-64p.
Available from-EPIE Institute, 637 West 125th Street, New York, New York 10027 ($20.00; quantity discounts)
Pub Type- Reports - Evaluative (142)
Document Not Available from EDRS.
Descriptors-*American History, *History Textbooks, *Instructional Materials, *Merchandise Information, Secondary Education, Senior High Schools, *Textbook Evaluation

This report is intended to be used as a tool to aid educators in selecting the basic instructional materials that are best suited to their high school American history programs and to the teachers and students who will use the materials. This volume contains comprehensive analyses of 11 United States history textbook programs that have come on the market since 1975, plus an introductory matrix on which selected instructional characteristics of these programs have been summarized. The matrix, backed up by the greater detail of the indepth analyses, can be used by selectors to make side-by-side comparisons of the available textbook programs as they pursue the task of narrowing the field of choice to those particular programs that are most likely to fit their needs. (Author/MLF)

ED 170 854 EA 011 606

Allen, D. I. Greenwood, J.

Program Openness and Conceptual Level: Some Relationships in Open Area and Self-Contained Classrooms.

Pub Date-Apr 79

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Foreign Countries, Intermediate Grades, *Open Education, *Open Plan Schools, Student Attitudes, Teacher Attitudes

Identifiers-British Columbia, School Sentiment Index

The term "open education" has often been confused with the concept of open area classrooms, not only among educators and the public, but in research as well. The effects of these two concepts were tested in a study of 56 teachers and their students in fifth- and sixth-grade classes in British Columbia. The results showed classroom types seemed to have little effect on teacher job satisfaction in any case, and program openness only made a difference to teachers with low need for structure, who preferred open programs. Students showed significantly more positive attitudes in three of the situations studied: when involved in closed programs taught by teachers with high need for structure in self-contained classrooms, when involved in open programs taught by teachers with low need for structure, in open area classrooms, and when involved in open programs taught by teachers with low need for structure in self-contained classrooms. (Author/PD)

ED 170 855 EA 011 607

Miskel, Cecil

Demographic Characteristics, Faculty Attitudes and School Structure.

Pub Date-Apr 79

Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Correlation, Elementary Secondary Education, *Interpersonal Relationship, Job Satisfaction, Multiple Regression Analysis, Organizational Effectiveness, *School Organization, Teacher Administrator Relationship, *Teacher Attitudes

Identifiers-Index of Effectiveness, Loyalty, Profile of a School, Structural Properties Questionnaire

Examination of the relevant literature indicates that most studies of school structure and interpersonal relations have either been too narrow in scope, too theoretical, or too tied to the individual as the unit of analysis to support any conclusive generalizations. A search of the literature for appropriate variables to include in a more complex analysis suggested the use of perceived organizational effectiveness, loyalty, and job satisfaction as dependent variables, and organizational structures and organizational processes as independent variables. Instruments measuring these variables were applied to 114 schools in 12 school districts, and the responses subjected to multiple regression analysis. Results indicated that more effective schools, as perceived by teachers, are characterized by more participative organizational processes, less centralized decision-making structures, more formalized general rules, and more complexity or high professional activity. The results also revealed that of three hypotheses based on a synthesis of the literature only one was borne out. This indicates a need for continued use of more sophisticated techniques to test the assumptions made as a result of earlier, less complex research. (Author/PD)

ED 170 856 EA 011 608

Zirkel, Perry A. Guditus, Charles W.
Bases of Power Among Public School Principals.
Pub Date-Apr 79
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Correlation, Elementary Secondary Education, *Individual Power, *Power Structure, *Principals, School Size, *School Surveys, *Teacher Attitudes
Identifiers-Connecticut, Pennsylvania

In 1960, French and Raven postulated five bases of supervisory power: legitimate, expert, referent, reward, and coercive. Research studies in the middle and late 1960s in various work settings revealed the effectiveness of legitimate and expert supervisory power on worker behavior and satisfaction. The purpose of this study was to determine if this pattern would be manifested among public school teachers in the late 1970s. The Bachman questionnaire was administered to 683 public school teachers employed in Connecticut and Pennsylvania. The results generally paralleled the pattern of previous studies. In general it was found that legitimate and expert power were for public school teachers, like other organizational role groups and across various situational subcategories, the preferred base for supervisions that expert and referent power were for teachers the highest correlates of satisfaction with supervisor's performance; and that the levels of institutional and interpersonal control perceived by teachers for themselves and for principals were also significantly and directly related to satisfaction with the principal's performance. (Author/IRT)

ED 170 857 EA 011 609

Brictson, Paula

Educational Policy and Professional Development.

Pub Date-Apr 79
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Staff Improvement, State Departments of Education, State Programs
Identifiers-*Michigan

The goal of the Michigan plan for school staff development is to clearly describe a comprehensive approach to staff development. The plan relies on two basic assumptions. The first is that local school staff should be involved in the planning process. The second is that the state has a unique and specific role to play in facilitating quality inservice training and in identifying areas of need. Accordingly, the specific skills or knowledge needed by school staff are identified by local professional staff development programs and by state department of education personnel with responsibility for the administration of categorical funds for professional staff development activities. The program developed has four phases and works over a three-year period. The four phases include a first phase workshop in which personnel are expected to increase their awareness, readiness, and commitment for staff improvement; a second phase that emphasizes management techniques; a third phase that emphasizes community involvement with particular emphasis on school climate; and a fourth phase that is concerned with training to improve student self-concept. (Author/IRT)

ED 170 858 EA 011 610

Hills, Jean

Theory Development in Educational Administration: A Solution to What Problem?

Pub Date-Apr 79
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Administration, Elementary Secondary Education, Higher Education, *Theories

This paper is divided into two main sections. In the first, the author assumes that it is theory per se that people in educational administration are urged to develop and considers the cognitive intellectual problems for which theory development might provide a solution. In the second section, the author interprets the concern for theory development more broadly and assumes that persons in educational administration are being urged to devote themselves to the advancement of knowledge generally, including the eventual development of theory. Here the focus of attention is on the noncognitive, that is, social, organizational, and administrative problems for which the advancement of knowledge might provide a solution. The author concludes that theory building is not an activity that is useful apart from the cognitive problems for which theories are solutions, namely, explaining observed regularities, organizing knowledge, and guiding research. Many of these problems do not confront the field at the present time. The author sees advancement of knowledge generally as a partial solution to the problem of rationalizing administrative practice. She asserts, however, that a more complete solution requires the clarification of the value base of administrative practice. (Author/IRT)

ED 170 859 EA 011 611

Ortiz, Fiora Ida
Socialization Processes of Central Office Personnel.
Pub Date-Apr 79
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Personnel, Elementary Secondary Education, *Ethnography, *Peer Influence, *Socialization

This ethnographic study reports on the socialization processes of a white male as he assumes a central office position. Individuals are willing to be socialized as part of learning a new role as part of their upward mobility, and in order to please those around them. The organization demands certain types because the position addresses many audiences; the organization feels it must be in control'' and these positions protect the superintendent. (Author)

ED 170 860 EA 011 612

Adkison, Judith A. Bailey, Jerry D.

The ICES Model: Increasing Women's Participation in Educational Administration.

Pub Date-Apr 79

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Personnel, *Administrator Education, Elementary Secondary Education, Females, *Interagency Cooperation, Models, Professional Associations, School Systems, State Departments of Education, State Programs, Universities, Working Women

Identifiers-Kansas, *Project ICES

The study assesses the feasibility of implementing a specific model designed to increase women's participation in the administration of a state's public school systems. The model intervenes to affect the structure of opportunity, the structure of power, and the social composition of peer groups in a state's educational system. The researchers use participant observation methods to collect data from the field testing of the model Project ICES, a program that involves a state department of education, an institution of higher education, a state umbrella organization for educational administrators, and local education agencies to train and place women administrators. Data is analyzed to identify variables affecting the ease of implementation for each element of the model. (Author/IRT)

ED 170 861 EA 011 613

Adkison, Judith A.
Conflict and Stress in Interorganizational Structures.
Pub Date-79
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Organization, Administrator Education, *Conflict, Conflict Resolution, *Internship Programs, Objectives, *Organization, Organizational Communication, Organizational Theories
Identifiers-Interorganizational Structures, Kansas, Loosely Coupled Systems, Project ICES

Interorganizational structures may have elements that promote or reduce stress and conflict among participants. This study identified such elements in an interorganizational structure that was classified as a loosely coupled system. The interorganizational structure examined was the Internships, Certification, Equity-Leadership, and Support (ICES) Project, a project designed to test a model for increasing the number of women holding administrative positions in the Kansas Public School System. Data were collected through participant observations of the project coordinator. Project elements that promoted conflict included diversity of goals of participants, the liabilities of newness, the organization's brief lifespan, marginality of its goals to the concerns of cooperating agencies, responsibility overload by participating administrators, and asymmetrical interdependence of units. A reduction of conflict was brought about by the project being a loosely coupled system, that is, a system of units retaining their individual identity and logically and physically separate from other elements. Although the loose coupling produced initial frustration for participants who expected clear authority relationships and quick decisions, ultimately loose coupling allowed participants to define their roles, responsibilities, and relationships clearly and to maintain enthusiasm for their immediate tasks. Loose coupling enabled the conflict-prone organization to persist and meet its objectives. (Author/JM)

ED 170 862 EA 011 614

Paddock, Susan C.

Male and Female High School Principals: A Comparative Study.

Pub Date-Apr 79

Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Characteristics, Administrator Education, Comparative Analysis, Job Satisfaction, Minority Groups, Occupational Aspiration, *Principals, Questionnaires, Senior High Schools, *Sex Differences

Differences in the personal and career characteristics of men and women secondary principals were examined by comparing data from a study of women high school principals with data from a National Association of Secondary School Principals (NASSP) study on the secondary school principalship. Data for the study of women principals were provided by 97 women secondary principals who completed the same questionnaire used in the NASSP study of 1,131 male and female principals. The comparison revealed that a larger percentage of women than men principals were minority group members and a smaller percentage majored in educational administration. Although the women entered administration at approximately the same age as the men, they became principals somewhat later. Men principals appeared to have higher career aspirations than did their female counterparts. In several categories women principals exhibited greater job satisfaction than that of their male counterparts. This study suggests further studies on the relationships between career patterns and job performance. (Author/JM)

ED 170 863 EA 011 615

Honetschlager, Dean And Others

The Relationship Between School District Size and Measures of Program Adequacy (Service Capability).

Pub Date-Apr 79
Note-68p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Analysis of Variance, Correlation, Educational Programs, Educational Quality, Elementary Secondary Education, Enrollment, Equal Education, *Evaluation Criteria, Graphs, Measurement Techniques, *Program Effectiveness, *School Districts
Identifiers-Minnesota, *Student Staff Ratio

The purpose of this study was to assess school district service capability (full-time equivalent staff per thousand students) as a criterion of program adequacy and to explore the relationship between school district service capability and district enrollment size. Data were collected by obtaining teacher assignment and enrollment for 1977-78 from the Minnesota Department of Education. Service capability scores for each district, development region, and state were obtained by using the Hendrix-Sederberg Service Capability computer program. Analysis shows a strong negative relationship between school district enrollment size and service capability for the aggregate instruction service areas and a consistently positive but weak relationship in special education service areas. Of the 432 school districts, 260 fell below the state mean and only 170 fell above. There were significant differences in service capability between small districts and larger districts. When the recommendations for measuring program adequacy from the Committee of 21 were applied to Minnesota school districts, only a few did not meet the standards. The study demonstrated that the service capability statistic is a useful standard of adequacy for educational programs. The study is part of the research necessary to establish a new system for measuring equity and allocating resources. (Author/JM)

ED 170 864 EA 011 616

Alexander, Dorothy L.
Planning and Decision-Making at the Local School Level.
Pub Date-Apr 79
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cooperative Planning, *Decision Making, Educational Objectives, *Educational Planning, Elementary Secondary Education, Principals, Program Development, *Program Planning, *School Improvement
Identifiers-*Campus Level Planning Project, Dallas Independent School District TX

The Dallas Independent School District has tried to address the problems involved in providing appropriate education for diverse communities by establishing minimum long-range goals and annual objectives in priority subject areas. The Campus Level Planning Project was a program to encourage program planning at the local school level. Each participating school organized a planning team composed of the principal, school personnel, and representatives of the community. During the project's three years of operation, twenty-eight schools completed program plans. Many other schools volunteered for assistance but dropped out of the project. A project staff assisted the planning teams. Major conclusions of the experience were that local school personnel do not feel a need to do formal planning; the planning team approach presupposes both a propensity toward shared decision-making by administrators and a healthy school climate; systematic planning at the school level is more likely to occur when planning is tactical as opposed to strategic; and school personnel value data for decision-making more than they do for planning. The greatest achievement of the program was exposing school personnel to data sources and training them in utilizing these data sources for immediate instructional and operational purposes. (Author/JM)

ED 170 865 EA 011 617

Wiggins, Thomas Blood, Ronald

Values in Educational Administrator Training: The Delusion of Culture Free Models.

Pub Date-Apr 79

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Consultation Programs, Educational Administration, *Educational Philosophy, Ethnocentrism, Foreign Countries, Intercultural Programs, *International Educational Exchange, *International Programs, Social Values, *Technical Assistance

In the past, American educational consultants have attempted to export American educational philosophy and procedures to other countries largely without regard to the specific needs or problems of these countries. Although these consultants regard the knowledge they share as scientific and technical and thus culture- and value-free, it is often culture-bound and value-laden. The products we have marketed in the international education marketplace have political or economic implications often to our benefit but less often of benefit to those in other countries. However, it is becoming increasingly apparent to those who have taught in other nations that the current assumption of the generalizability of our educational models is both morally wrong and scientifically primitive. Effective programs of technical assistance in international affairs rest upon an awareness and appreciation of the diversities of life in the nations to which assistance is directed. Ensuring greater success in international education necessitates establishing and ensuring a continuing contact and dialogue with other nations in general and with our colleagues in other nations in particular. Success also depends on a continuing examination of our underlying assumptions, paradigms, and resultant processes in educational administration to ensure their relativity to the world community. (Author/JM)

ED 170 866 EA 011 618

Lynch, Patrick D.

Legal Implications of Models of Individual and Group Treatment by Professionals.

Pub Date-8 Apr 79
Note-48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in paper copy due to light print of original document
Pub Type- Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Board of Education Role, Court Litigation, Legal Problems, *Legal Responsibility, Models, *School Responsibility
Identifiers-Educational Malpractice

Although medical malpractice suits are based on a model of treatment of an individual by a professional, educational malpractice suits are based on a group treatment model. When the medical model and the teaching model are compared, the contrasts are so great that medical malpractice principles are not a reliable guide to the emerging law of educational malpractice. The models contain different professional-client relationships, different settings for professional practice, different interpretations of the duty of care owed to the plaintiff by the defendant, and different requirements for diagnosis and treatment. They also have different kinds of control over the conditions of service and different spans of control, and the two occupations have different standing in common law. Both kinds of cases, however, require demonstrating the complaint, cause of action, duty of care, proof of injury, and relationship between the negligence and the injury. Decisions will be difficult until there is more professional agreement about what constitutes nonnegligent diagnosis and treatment of the learner, although negligence is clear regarding diagnosis and referral of students with learning difficulties. One alternative to malpractice suits may be the use of administrative law. (Author/JM)

Burnett, Robert W.
A Year-Round School Cost Model.
Stanford Research Inst., Menlo Park, Calif.
Pub Date-Apr 79
Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, Construction Costs, *Cost Effectiveness, *Costs, Elementary Secondary Education, Expenditure Per Student, *Models, Operating Expenses, Program Costs, *Year Round Schools
Identifiers-California, Pajaro Valley Unified School District CA

This study involved the development and use of a cost model to assess the economic consequences of the introduction of a year-round school (YRS) program. The cost model has two components. First, a comprehensive accounting procedure details the costs unique to a year-round calendar and estimates the costs that would have been incurred if the school had remained on a traditional calendar. Second, an interactive computer program permits sensitivity analysis. The cost analysis model was first used to determine the financial impacts of the YRS program implemented in the Pajaro Valley Unified School District (California). The model revealed a savings of $150,000 or 4.1 percent of the district's total per pupil expenditure. When the model was used in six other California school districts, savings ranged from $9,000 to $251,000. Usually the YRS program results in costs savings of 4-5 percent. The diversity of results may be due to some schools making programmatic changes as a result of the YRS program. Thus anticipated costs savings will shrink dramatically unless the schedule change is managed judiciously. Overall, the results of the analysis indicate that careful implementation of a YRS program can result in substantial cost savings. (Author/JM)

ED 170 868 EA 011 621

Kalus, Janet Marie Wolcott

Analysis of Hawaii Secondary School Discipline Variables.

Pub Date-Dec 78
Note-288p.; Ph.D. Dissertation, Walden University
Pub Type- Dissertations/Theses (040) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Administrator Role, Community Relations, Correlation, *Crime, Discipline Policy, *Discipline Problems, Drug Abuse, Parent Participation, *Principals, Questionnaires, School Community Relationship, *School Size, Secondary Education, Smoking, Stealing, Truancy, Vandalism
Identifiers-Hawaii

It was the intent of this study to examine student discipline problems in twenty-one high schools on the island of Oahu in Hawaii. Literature was reviewed concerning the youth revolution as it affects students in Hawaiian public schools and concerning discipline problems unique to Hawaiian public schools. Data were collected through a questionnaire administered to selected students, teachers, and school administrators. Principals reported truancy as the most frequently occurring problem. Burglary, vandalism, smoking, and drug use were marked by most principals as occurring either ``frequently'' or ``occasionally.'' Fighting and disorderly conduct occurred with moderate frequency. Principals reported eight teachers had been assaulted by students in the past year. Brush fires and fires in trash receptacles were problems in almost half the schools. More than half the principals reported arson at their schools in the past year. It was established that a school's enrollment size is positively correlated with crime rate. No association was found between school-community relations and crime rate. A correlation was established between high parental interest in school and low crime rate. Twelve recommendations were suggested, including that principals ought to have high academic and behavior expectations for the school. (Author/JM)

ED 170 869 EA 011 622

Covel, Janice
School Administration Careers.
Pub Date-Apr 79
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Personnel, *Career Ladders, Career Opportunities, Educational Administration, Interviews, Occupational Aspiration, Occupational Mobility, Organization, Organizational Theories, Promotion (Occupational), *Sex Discrimination, Sex Fairness
Identifiers-Riverside Unified School District CA

This study investigating school administrator career patterns focused on entry, promotion, and position permanency as it affects both men and women and examines factors affecting the careers of women in an attempt to explain the relative absence of women in hierarchical educational administrative positions. Data were collected from historical records, biographical sketches, and interviews with administrators and citizens in the Riverside Unified School District (California). Findings confirmed the importance of several theoretical concepts found in the literature. The processes of sponsorship, differential recruitment, sex power differential, and double deviancy emerged as influential components for career development. The study revealed three career possibilities. The first is to be plateau administrators who do not want to rise from low-level positions. The second is to be vertical aspirants who are upwardly mobile. The third is to become place holders who are blocked in their ascendancy. It was concluded that women faced more barriers to advancement to administrative positions than did men. Suggestions for means of overcoming these barriers include good formal preparation, sponsorship, knowledge and use of informal organizational networks, and steady employment patterns. (Author/JM)

Kim, Jin Eun

A Cost-Effectiveness/Benefit Analysis Model for Improving Educational Program Management.

Pub Date-Apr 79
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cost Effectiveness, Educational Accountability, Efficiency, Management by Objectives, *Models, *Program Budgeting, Program Costs, Program Development, Program Effectiveness
Identifiers-Planning Programing Budgeting System

Cost-effectiveness/benefit analysis is an analytical technique for assessing outputs of educational programs in relation to the program objectives and the associated program costs. It combines the two concepts of cost-effectiveness analysis and cost-benefit analysis into a comprehensive model. The cost-effectiveness/benefit analysis model has been developed to include the three major components of determining program objectives and target goals in measurable terms, assessing short and long-range program outputs, and analyzing program costs. The relationships of the three major components generate three kinds of measures. These are program effectiveness, cost efficiency, and management performance measures for educational programs. The cost-effectiveness/benefit measures can be used in answering the three related questions. (1) How effective are educational programs? (2) How efficient are the programs? and (3) Do the programs perform in an effective and efficient manner? The cost-effectiveness/benefit model can be integrated into emerging management systems such as accountability systems, planning, programming, budgeting systems, and management by objectives systems. It provides analytical techniques and quantitative measures necessary in developing management systems. The conceptual and technical procedures as developed in the cost-effectiveness/benefit analysis model can be applied to planning, implementing, and evaluating educational programs and to improving a formulation of management systems for educational program operation. (Author/JM)

ED 170 871 EA 011 624

A Computer Model for the Allocation and Projection of National Educational Expenditures.

University of Northern Colorado, Greeley. Bureau of Business and Public Research.
Pub Date-Mar 79
Note-47p.
Available from-Bureau of Business and Public Research, School of Business, University of Northern Colorado, Greeley, Colorado 80639 ($2.50)
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Budgeting, Capital Outlay (for Fixed Assets), *Computer Programs, *Developing Nations, Educational Planning, Elementary Secondary Education, Enrollment Projections, Expenditures, Facility Planning, Flow Charts, *Resource Allocations, Teacher Supply and Demand

The model described in this manual is intended to assist national planners and others concerned with the allocation of resources in

developing nations in arriving at informed decisions regarding national or regional educational activities. The focus of the model is on projecting yearly capital, recurrent, and total expenditures for national systems. Among other things it also estimates yearly enrollment and student output figures by year and grade, and projects teacher supply and demand by year and level of schooling. The model has been designed to provide estimates for primary and secondary programs but it can be expanded to include projections for tertiary level education and modified to serve specialized programs in vocational, technical, and teacher education. By exercising the model's sensitivity options, the user can estimate the future impact of changes in the system's current options and can estimate the future impact of changes in the system's current operating practices. The manual is divided into three sections. The first provides an overview of the model's operations. A fairly detailed description of the model's input requirements and user options is provided in the second. The third deals with the technical details of the model's specification. (Author/IRT)

ED 170 872 EA 011 625

Guidelines to Data Processing Management.

Data Processing Management Association, Park Ridge, Ill.
Pub Date-79
Note-106p.
Available from-Data Processing Management Association, 505 Busse Highway, Park Ridge, Illinois 60068 ($10.25)
Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Accounting, *Documentation, *Electronic Data Processing, *Equipment, Management, *Personnel Evaluation, Planning, Program Administration, Programing

This is a revised and updated version of an earlier published set of guidelines. As in the instance of the first edition, this volume contains contributions by some of the most capable consultants in the information processing field. Their comments are based on sound, proved judgment tested in day-to-day operations at installations throughout the country. This material should not be taken as a set of rules but as guidelines that can be modified, molded, and adapted to each situation in the most helpful, practical manner. The guidelines cover the topics of project control, personnel evaluation, long-range systems planning, equipment selection, profitability accounting, and programming conventions. (Author/IRT)

ED 170 873 EA 011 626

Katz, Ellis

Educational Policymaking 1977-78: A Snapshot from the States. A Report to the Associates Program.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.
Pub Date-Nov 78
Note-67p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accountability, Educational Finance, *Educational Policy, Elementary Secondary Education, Federal State Relationship, Governance, Higher Education, Mainstreaming, Minimum Competency Testing, Political Influences, *State Programs, State School District Relationship
Identifiers-Associates Program

The Associates Program of the Institute for Educational Leadership is a network of educational policy-makers in over 30 states. Each state's Associate conducts several seminars each year for the benefit of the state's key policy-makers. In 1977 these Associates (then numbering 23) and the participants in their seminars responded to questionnaires designed to assess general policy-making directions and implications at the state level across the nation. This report identifies several policy areas considered crucial by respondents, including educational finance in the wake of the Serrano and Rodriguez decisions and the Jarvis tax initiative; minimal competency testing; collective bargaining; academic freedom and financial accountability in higher education; the mandate for mainstreaming; declining enrollment; and the changing role of the state in education. The relationship between state and federal authority and the impact of politics are considered in light of all these issues. The report is identified by its author as "impressionistic" and acknowledged to be limited because of the nature of the sources of its data, though those sources are considered important and knowledgeable. (PGD)

ED 170 874 EA 011 627

Knapp, John L. And Others

A Cost Study for Year-Round Schools in Prince William County.

Virginia Univ., Charlottesville. Tayloe Murphy Inst.

Pub Date-Oct 78

Note-157p.; Not available in paper copy due to small print used in tables

Available from-Tayloe Murphy Institute, P.O. Box 6550, University of Virginia, Charlottesville, Virginia 22906 ($5.00)

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Average Daily Enrollment, *Cost Effectiveness, *Data Analysis, Elementary Secondary Education, Expenditure Per Student, Operating Expenses, *Program Evaluation, School Statistics, *Year Round Schools

Identifiers-45 15 Plan, Virginia (Prince William County)

A study of six paired schools in Prince William County, Virginia, involving schools at the elementary, middle, and high school levels operating on traditional and on year-round plans, revealed that given established attendance boundaries the schools were not operating at sufficient capacity to reduce costs through year-round operation. This report compares figures for both kinds of program, adjusted for compatibility, and describes in some detail the methodology used in the study. Extensive tables document the data analyzed. (Author/PGD)

ED 170 875 EA 011 628

Dohan, Margaret, Comp.
School Year Plans. Bibliographies in Education No. 67.
Canadian Teachers' Federation, Ottawa (Ontario).
Pub Date-Nov 78
Note-32p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, Foreign Countries, Scheduling, *School Calendars, Year Round Schools
Identifiers-Canada

This bibliography lists 412 sources on school year plans published since 1970. Materials listed are broken down into books, articles, and theses, and their availability through the ERIC system is indicated. No annotations are provided. (PGD)

ED 170 876 EA 011 629

Triennial Program 1978-80. Curriculum Development for Australian Schools.

Curriculum Development Centre, Canberra (Australia).
Pub Date-Apr 78
Note-96p.; Not available in paper copy due to light print of original document
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Development, *Curriculum Study Centers, Elementary Secondary Education, Foreign Countries, National Programs, Post Secondary Education
Identifiers-Australia, *Curriculum Development Centre (Australia)

Australia's Curriculum Development Centre was established by statute in 1975 in order to provide assistance at the national level to groups engaged in curriculum formation. The Centre's activities include the design, production, testing, and dissemination of educational materials and techniques; the evaluative study of school practice and organization; the provision of assistance in curriculum formation to schools and teachers; the study of the theory, practice, and effects of curriculum change; and the development of methods for involving students, parents, and the community in curriculum formation. In order to manage these activities adequately, the Centre divided its program into four subprograms: Field Services, providing ideas, information, and services to outside groups; Studies and Inquiries, incorporating research and evaluation activities; Development Areas, including projects for development of curricular materials and processes in Aboriginal education, arts education, career education, visual and verbal communications, cultural and social education, health, physical education, and recreation, international and intercultural education, science, mathematics and technology, and special education, among others; and Publications. This report, the first annual review and updating of the Centre's triennial program under a planning, programming, budgeting, and evaluation system, describes the Centre's current and planned activities and administration. (Author/PGD)

ED 170 877 EA 011 630

Mayer, Shoshana Ben-Tsvi
The Evolution of the Modern Jewish School System in Israel. World Education Monograph Series, Number One.
Connecticut Univ., Storrs. World Education Project.
Pub Date-76
Note 28p.
Available from-World Education Project, Box U-32, School of Education, The University of Connecticut, Storrs, Connecticut 06268 ($1.50 plus $0.50 postage)
Pub Type- Historical Materials (060) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Change, Educational History, Elementary Secondary Education, Equal Education, Foreign Countries, Judaism, *Middle Eastern History, Modern History, Multicultural Education, National Programs, Political Influences, Postsecondary Education, *Social Integration, Socioeconomic Influences
Identifiers-*Israel

The Palestinian Jewish educational system grew out of urban schools established in the 1800s through the philanthropic efforts of the European Jewish communities and out of rural schools established at Kibbutzim from the turn of the century. Standards were set first by a Teachers' Association, then by the worldwide Zionist Organization, and finally by the National Council of the Palestinian Jewish community. Financial support came from both Palestinian and international Jewish sources, and to a minor extent from the British administration. Public elementary schools reflected the three major political trends: conservative religious (25% of pupils in 1947), leftist labor (25%), and centrist (50%). Israeli statehood brought compulsory education (1949) and centralized administration. The political basis of school types was prohibited in 1953 and replaced by a system of religious and nonreligious state schools. The major problem currently facing Israeli education is that the many cultural groups forming Israel's population, basically divisible into Western and Oriental Jewish groups, have created difficulties in achieving educational and social equality and integration. Indications are that remedial efforts will continue to modify Israel's educational system. (Author/PGD)

ED 170 878 EA 011 631

Servatamorn, Sirmsree

Education in Thailand: From Old to New. World Education Monograph Series, Number Two.

Connecticut Univ., Storrs. World Education Project.

Pub Date-77

Note-63p.; Not available in paper copy due to marginal legibility of original document

Available from-World Education Project, Box U-32, School of Education, The University of Connecticut, Storrs, Connecticut 06268 ($1.50 plus $0.50 postage)

Pub Type- Historical Materials (060) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Organization, *Asian History, *Educational Change, Educational History, National Programs, Non Western Civilization, Religious Factors, Socioeconomic Influences

Identifiers-Buddhism, *Thailand

The history of educational development in Thailand shows a transition from early concern for religious and moral training toward the present emphasis on the practical development of individuals and society. Thai culture may have originated in Mongolia and has been strongly affected by its present cultural neighbors, Malaya, Cambodia, Laos, Burma, and India. Thai cultural character has been shaped by a strong monarchical tradition, the adoption of Buddhism, and a consciousness of the individual. The origins of education in Thailand were religious, encouraged by the monarchy. The 1870's saw the beginning of modern secular education, leading to the inclusion of women and the general public in the educational process. This document's historical presentation concentrates on the structure, curricular emphasis, and administrative organization of the educational system after World War II. A brief analysis of current Thai educational thought reveals continuing Buddhist influence. The document concludes with a general overview of the present educational situation in Thailand, including socioeconomic factors, and indicates problem areas requiring further change. (Author/PGD)

ED 170 879 EA 011 632

Meier, Heinz Karl

Observations on the Governance of Public Schools in Switzerland. World Education Monograph Series, Number Three.

Connecticut Univ., Storrs. World Education Project.
Pub Date-77
Note-14p.; Not available in paper copy due to marginal legibility of original document
Available from-World Education Project, Box U-32, School of Education, The University of Connecticut, Storrs, Connecticut 06268 ($1.50 plus $0.50 postage)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, Foreign Countries, *Governance, *School Community Relationship, School Organization
Identifiers-*Switzerland (Zurich)

This document presents a brief, personal look at school governance in the canton of Zurich, Switzerland. The author, a former teacher in Zurich, describes the close relationship between the community and an educational system in which teachers are appointed temporarily by a lay school board and must be confirmed in their positions by periodic public election. (PGD)

ED 170 880　　　　　　　　　　　　　　　　　　　　　EA 011 633

Panyako, David E. M.
African Education: New Strategies in Curriculum Development. 1979 World Education Monograph Series, Number One.
Connecticut Univ., Storrs. World Education Project.
Pub Date-79
Note-22p.
Available from-World Education Project, Box U-32, School of Education, The University of Connecticut, Storrs, Connecticut 06268 ($1.50 plus $0.50 postage)
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cultural Differences, Curriculum Development, *Developing Nations, Educational Objectives, Educational Policy, Elementary Secondary Education, Foreign Countries, Non Western Civilization, *Relevance (Education), Socioeconomic Influences
Identifiers-*Africa

Africa's educational systems were developed by colonial and missionary authorities as a means to create a trained labor force with respect for European social and moral superiority. With independence, African nations were faced with selecting new objectives for their educational systems. Among the educational aims emerging are fostering national unity, preserving traditional culture, and, most importantly, developing the national economy. The attempt to meet these goals brings curriculum planners face to face with several specific problems: high drop-out rates, low employment, a conditioned bias against agricultural and technical education, a lack of qualified teachers, limited educational facilities, unequal educational opportunities for women, adult educational needs, inadequate pre-primary programs, the lack of an adequate language of instruction, and unstable economic conditions. (Author/PGD)

ED 170 881 EA 011 634

Woolman, David C.

The Social Functions of Iranian Education: An Historical Survey Related to the Current Political Crisis. 1979 World Education Monograph Series, Number Two.

Connecticut Univ., Storrs. World Education Project.
Pub Date-79
Note-34p.
Available from-World Education Project, Box U-32, School of Education, The University of Connecticut, Storrs, Connecticut 06268 ($1.50 plus $0.50 postage)
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cultural Factors, Educational History, Elementary Secondary Education, Foreign Countries, Higher Education, Middle Eastern History, Non Western Civilization, Political Influences, Religious Factors, *Sociocultural Patterns
Identifiers-*Iran

Although the Shah of Iran should be admired for his efforts to use education to deal with formidable social challenges, his goal of producing a modern state in a single generation was unrealistic. Entrenched traditional values and unpredicted economic changes such as the need in 1977 to slow down Iran's rate of growth in the face of runaway inflation are counteracting his aims. The Shah has now lost much of his credibility as a leader. This may in turn undermine the faith of many Iranians in the western style modernization that the Shah advocated. An explosive situation has been created by reforms that have raised new aspirations and expectations that possibly can be satisfied only through some form of revolution. This conclusion, reached by the author in 1978, is based on an analysis of educational traditions and developments in Iran's history from 549 B.C. to the present. (Author/PGD)

ED 170 882 EA 011 637

New Places for the Arts. Book Two.

Educational Facilities Labs., Inc., New York, N.Y.; National Endowment for the Arts, Washington, D.C.

Pub Date-78

Note-61p.; For a related document, see ED 125 078; Cover may be illegible

Available from-Educational Facilities Laboratories, 850 Third Avenue, New York, New York 10022 ($3.00 prepaid)

Pub Type- Reference Materials - Directories/Catalogs (132) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Arts Centers, *Building Design, Building Plans, Construction Costs, *Facility Guidelines, *Museums, *Performance Specifications, *Theaters

Descriptions of facilities and centers built specifically for the arts and completed during the 1970s are included in this catalogue a sequel to one published two years ago. The description of each building includes a brief listing of the specifications, cost, architects and other consultants responsible for the design, and an information contact. Floor plans accompany the great majority of the descriptions; however, a few contain photographs. Twenty buildings are categorized as arts centers, 20 as museums, and 19 as performing arts. (MLF)

ED 170 883 EA 011 638

Planning and Cooperative Use of Resources for the Arts.

Educational Facilities Labs., Inc., New York, N.Y.; National Endowment for the Arts, Washington, D.C.
Pub Date-78
Note-30p.
Available from-Educational Facilities Laboratories, 850 Third Avenue, New York, New York 10022 ($2.00 prepaid)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Arts Centers, Change Strategies, Expenditures, Financial Support, Income, *Interagency Cooperation, *Interinstitutional Cooperation, Nonprofit Organizations, Organizational Effectiveness, *Planning, *Resource Allocations, Shared Facilities, Shared Services, *Theater Arts
Identifiers-*Arts Institutions, *Arts Organizations

The arts are facing an ``arts population explosion'' at a time when resources and capital are becoming tighter by the day. This pamphlet describes cooperative planning and gives examples of joint use of resources to help arts organizations and institutions know what they are about, where they are going, how they will get there, and with whom they can cooperate to their mutual benefit. Cooperative use of resources among arts organizations can include joint purchasing, group health policies, joint fund raising, publicity, community calendars, shared facilities, and a myriad of other money-saving techniques. Examples illustrate some of the ways that arts organizations have made best use of their resources by cooperating with other organizations. (Author/MLF)

ED 170 884 EA 011 639

Foster, Betty J. Carpenter, Judi M.

Statistics of Public Elementary and Secondary Day Schools, 1977-1978 School Year (Final). Pupils, Staff, Schools, Revenues, Expenditures, and Salaries.

National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date-78

Note-71p.; For related documents, see ED 127 666 and ED 148 030; Not available in paper copy due to small print size of tables

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01988-4; $2.50)

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Personnel, Educational Trends, Elementary Secondary Education, *Enrollment, *Expenditure Per Student, High School Graduates, Income, Municipalities, National Surveys, Questionnaires, Salaries, School Personnel, School Statistics, *School Surveys, School Systems, Student Teacher Ratio, Teachers, *Teacher Salaries

Basic education data for fall 1977 on all free public elementary and secondary day schools in the United States, the District of Columbia, and some outlying areas under U.S. jurisdiction are presented in this report. National trend data since fall 1973 on selected items of information are included. Basic data for each state or other area include numbers of local school districts, staff, and pupils in fall 1977 and, for the 1977-78 school year, estimated revenue and nonrevenue receipts and school expenditures (including average salaries paid to classroom teachers and other professional/educational staff). Data on the numbers of public elementary and secondary day schools and high school graduates for school year 1976-77 are also provided. Most of these same data items are also shown for the 20 cities that ranked highest in total population in the 1970 census. Descriptions of survey procedure, other methodology, and coverage appear in Appendix A. A replica of the report form, with totals entered for the 50 states and the District of Columbia, and instructions to respondents are shown in Appendix B. (Author)

ED 170 885 EA 011 640

What Assurance Does Office of Education's Eligibility Process Provide? Report to the Congress.

Comptroller General of the U.S., Washington, D.C.
Report No.-HRD-78-120
Pub Date-17 Jan 79
Note-112p.; Appendices may not reproduce clearly due to small print
Available from-U.S. General Accounting Office, Distribution Section, Room 1518, 441 G Street, N.W., Washington, D.C. 20548 (single copy free; additional copies $1.00 each)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Accreditation (Institutions), *Eligibility, Federal Aid, Federal State Relationship, Higher Education, Postsecondary Education, Proprietary Schools, *Student Financial Aid

This report discusses the Office of Education's process for establishing the eligibility of schools for participation in federal student assistance programs. Emphasis is placed on the questionable practices that the General Accounting Office found in the institutions of higher education and the proprietary schools examined, and on the role of accreditation agencies in the eligibility determination process. The need for clarification of the role and responsibilities of states, accrediting associations, and the federal government in their oversight of schools' activities is covered. A list of conclusions and recommendations resulting from the study is included. (Author/IRT)

ED 170 886 EA 011 641

Goodman, John, Ed.

Student Initiated Activities: A Strategy in Youth Advocacy.

Vermont Univ., Burlington. Teacher Corps Youth Advocacy Loop.

Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-78

Grant-G007604001

Note-164p.

Pub Type- Books (010) - Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Crime, Disadvantaged Youth, Educational Environment, Elementary Secondary Education, Federal Programs, Inservice Teacher Education, Interagency Cooperation, *School Environment, School Vandalism, Student Behavior, *Student Participation, Youth

Identifiers-Office of Juvenile Justice Delinquency Prevention, *Teacher Corps, *Youth Advocacy

This document is divided into five parts. In Part 1, the reader is introduced to the discussions that follow by an account of the effect of school crime on school climate, and the response of the Teacher Corps and the Office of Juvenile Justice and Delinquency Prevention in creating a joint program in youth advocacy to improve conditions in the schools. The second part is a discussion of the history and present status of student initiated activities in the joint program. Part 3 is coverage of the Youth Participation Conference on Student Initiated Activities, held at Oakland University in November of 1977. The topics of the conference included coverage of both youth and adult training. The fourth section presents brief accounts of both regular Job Corps projects (Activity I) and the special youth advocacy program (Activity II). The last section is made up of various responses to and perspectives on the program. (IRT)

Schwartz, Henrietta Schwartz, Bernard S.

The Development of an Interagency Agreement. Office of Juvenile Justice and Delinquency Prevention and Teacher Corps Youth Advocacy School Crime Intervention Program.

Youth Advocacy Loop, Peninsula, Ohio.
Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-May 78
Contract-LEAA-J-IAA-030-6
Note-117p.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Interagency Coordination, Organizational Change, Organizational Communication, Power Structure, Program Administration, Program Evaluation, Questionnaires
Identifiers-Office of Juvenile Justice Delinquency Prevention, Teacher Corps

This report documents the successful coordination of two agencies, the Teacher Corps of the Office of Education (Department of Health, Education, and Welfare) and the Office of Juvenile Justice and Delinquency Prevention of the Law Enforcement Assistance Administration (Department of Justice), in the establishment of a joint program, the School Crime Intervention Component (Activity II) of the Teacher Corps Youth Advocacy Program. The report traces the historical development of the agreement and examines the program in order to make recommendations for future interagency collaboration. The methodology includes comparisons of the needs of the two parent agencies, use of a transactional model for analyzing the program's functioning, and examination of the organizational subculture of the program through the use of interviews, observations, and other information gathering methods. (PGD)

ED 170 888 EA 011 643

Ause, Orval L.

Education According to Plan. OSSC Bulletin Vol. 22, No. 9.

Oregon School Study Council, Eugene.
Pub Date-May 79
Note-66p.
Available from-Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 ($2.00; $1.50 if prepaid; quantity discounts)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Administration, Educational Objectives, Educational Planning, Elementary Secondary Education, *Management Systems
Identifiers-*Management Plan for Improvement, McMinnville Public Schools OR

Recognition of the lack of time spent in planning during the typical administrator's day led the superintendent of schools in McMinnville, Oregon, to develop the Management Plan for Improvement (MPI). The process involved establishing the functions of top and middle management, and requiring middle managers to design objective-oriented plans for their own areas, following the MPI format. While this document predates formal evaluation of the plan's first year in operation, indications are that the program is proving successful. Appendices include a sample of the MPI format and two examples of MPIs actually used. (Author/PGD)

ED 170 889 EA 011 644

Nasstrom, Roy R.

Educational Politics and Declining Enrollment: Minnesota, 1977.

Pub Date-Aug 77
Note-20p.; Paper presented at the National Conference of Professors of Educational Administration (Eugene, Oregon, August 1977)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Finance, Elementary Secondary Education, Enrollment Rate, *Foundation Programs, Inflation (Economics), *Political Influences, Political Issues, *School Redistricting, *State Legislation, State School District Relationship
Identifiers-Lobbying, *Minnesota

This report documents the factors involved in the consideration of two bills by the Minnesota legislature in 1977. The first bill, designed to increase the level of state foundation aid to education, was affected by public concern over inflation and property tax rates and by the impact of enrollment decline. Lobbying efforts by organizations of teachers, administrators, and school boards were limited in effect as a result of these public concerns. While the first bill passed, the second, intended to consolidate the state's 438 school districts into 92 countywide districts, failed to get out of committee due to strong opposition. Issues involved in consideration of the second bill included local control, salary equalization, and the continued existence of at least one major teachers' union. (Author/PGD)

Energy Consumption in Schools and Homes. Technical Report No. 2 of a Study of School Calendars.

New York State Education Dept., Albany. Div. of Research.
Pub Date-Nov 78
Note-31p.; For related documents, see EA 011 645-651
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, Energy Conservation, *Family Environment, *Fuel Consumption, *School Buildings, *School Calendars, *Utilities
Identifiers-New York

In this, the second in a series of reports, a study of school and home energy consumption in New York was undertaken to determine if schools would save energy by closing for an extended period during cold weather; if more energy is used in homes when schools are closed than when schools are in session; and, if energy savings by schools during a winter closing are offset by increased use of energy in homes. Ten New York State school districts provided gas, oil, and/or electric meter readings of 24 school buildings during the month of February. Seven of these districts asked students to collect their home gas and electric meter readings. Energy use each day was adjusted by the average temperature of that day and converted to BTU's. Comparisons of energy use when children were in'' school and out'' of school were made for both school buildings and homes. According to the estimates based on the sampled schools and homes, energy would not be saved by closing schools during the cold winter months. Instead more energy may be used due to increased home consumption, which may overbalance school energy savings. (Author/MLF)

ED 170 891 EA 011 651

A Study of School Calendars.

New York State Education Dept., Albany. Div. of Research.

Pub Date-Dec 78

Note-40p.; For related documents, see EA 011 645-50; Exhibit A may reproduce poorly

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Disadvantaged Youth, Elementary Secondary Education, *Energy Conservation, Fuel Consumption, Learning Processes, School Buildings, *School Calendars, *School Schedules, Summer Schools, Year Round Schools

Identifiers-*New York

This report summarizes the Study of School Calendars in New York State. The Division of Research of the New York State Education Department was charged to study the effects of alternative school calendars on (1) energy conservation, (2) learning and retention of learning by students, (3) maximum utilization of school facilities, and (4) changing family and societal living patterns. Findings from research suggested that closing of school buildings may save fuel for the district, but probably causes increased fuel use in the homes. Research pertaining to learning and retention of knowledge supports the educational value of shorter vacation spans. The literature also supports the term rotation calendar as an operational procedure to make maximum use of school buildings. Unfortunately, public acceptance of year-round schooling is weak. Recommendations are that the Board of Regents should (1) seek enabling legislation that would allow school districts to operate experimentally under a calendar not presently deemed permissible; (2) encourage school districts to establish their own conservation practices; and (3) encourage the expansion of summer school programs, especially for the lower socioeconomic and handicapped students who could most benefit. (Author/MLF)

ED 170 892 EA 011 652

Weldy, Gilbert R.

Principals: What They Do and Who They Are.

National Association of Secondary School Principals, Reston, Va.

Pub Date-79

Note-81p.

Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 ($4.00)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Characteristics, Administrator Education, Administrator Responsibility, *Administrator Role, Decision Making, Discipline, Middle Management, Occupational Information, *Principals, Problem Solving, Public Relations, Scheduling, Secondary Education

This monograph is intended to help parents, students, and lay persons understand more clearly the expectations, responsibilities, and day-to-day activities of the school principal. Most of the references made in the publication are to secondary principals, but many of the role expectations apply to elementary principals as well. The author presents a principal's job description and describes a typical principal's day. He outlines principals' training and discusses the principal's image. He focuses on the principal as authority figure, student advocate, person in the middle, educational leader, acknowledged expert, decision maker, problem solver, and disciplinarian. He discusses principals' rights concerning their jobs, duties, and compensation, and outlines the duties of scheduling the school's educational program and setting goals. (Author/JM)

ED 170 823 EA 011 653

Wallen, John [illegible]

Charting the Decision Making Structure of an Organization.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 70
Note-19p.; Not available in paper copy due to small print size of original document
Available from-Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204 ($2.50)
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Organization, Decision Making, Management Systems, *Organizational Communication, Systems Development

The type of influence exercised on decision-making by a position in an organization may vary from decision to decision. The position may simply be free to make recommendations or need to be informed of decisions to implement them. On the other hand, the position may influence the decision, be able to veto it, or authorize and issue a directive to carry it out. These types of influence can be coded and recorded on a decision-making chart. These charts cannot be imposed successfully on an organization by command. They should be developed by the people who work together. The manager should work with his immediate subordinates to decide the area of decision-making to be charted; determine the key decisions to be made; identify the organizational positions participating in each decision making process; decide in which of five identified ways (recommending, approving, authorizing, being informed, or being consulted) each position participates; and record agreements on the chart. The discussion necessary to construct the chart points up and helps to resolve problems. Charting the resulting agreement shows people how they participate in the decision-making structure of the organization. (Author/PGD)

ED 170 894 EA 011 655

Sullenger, Gary L.
Community Schools: Michigan's Program (State School Aid Act Section 98).
Michigan State Legislature, Lansing.
Pub Date-Nov 78
Note-35p.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Attitudes, Analysis of Variance, Community Education, *Community Schools, Program Evaluation, School Superintendents, State Programs, *State Surveys
Identifiers-Michigan

School districts in Michigan wishing to implement community school programs have access to state grant moneys. Analysis of questionnaires sent to Michigan's school superintendents in 1977 revealed that those whose districts participated in the grant program supported more fully and their districts followed more closely the definition of the community school's role in community education set by the Michigan State Board of Education than did those whose districts received no grant aid. These findings were clear in four of five community types (city, town, urban fringe, and rural) and were inconclusive in the fifth type (metropolitan core city). The State Board definition for which support was assessed stated basically that community schools have a four-fold role: to make school facilities available for citizen use; to organize local residents for planning community education; to identify and utilize other available resources through coordination with local agencies; and to assist in initiating new or improved programs otherwise unavailable. (Author/PGD)

ED 170 895 EA 011 656

Knight, Philip H.
Financing Community Education. A Primer.
Missouri Univ., St. Louis. Midwest Community Education Development Center.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.
Pub Date-Nov 78
Note-58p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Budgeting, *Community Education, *Educational Finance, Program Budgeting, *Resource Guides

This manual is divided into three modules designed for use in a self-teaching situation. The first module presents a philosophical discussion of financing community education. The traditional model, requiring subordination of community education goals to the goals of the funding agency, is contrasted with an alternative model that establishes clear priority for answering community needs. The second module identifies and discusses six types of funding sources: business and industry, government (a listing of relevant federal programs is included), agencies, tuition and fees, philanthropies, and individual donations. The third module introduces the budgeting process for community education and discusses performance (or program) budgeting in particular. (Author/PGD)

ED 170 896 EA 011 657

Douglas, Randi McCann, Karen, Comp.
Project Ranger Adopter's Guide, 1979.
Portland Public Schools, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date-79
Note-113p.; Chart A-11 may be marginally legible due to small print
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Behavior Problems, Classroom Guidance Programs, *Counseling Instructional Programs, Elementary School Students, Elementary Secondary Education, Environmental Education, *Intervention, *Outdoor Education
Identifiers-Portland Public Schools OR, *Project Ranger

Project Ranger is a program providing a combination of classroom study, outdoor survival, and environmental education to students having difficulty adapting to structured learning. The program has three unique features: it tries to reach younger children than most programs for reluctant learners''; it provides affective counseling organized around strenuous physical activity; and it operates as a supplement to classroom instruction, involving the classroom teacher and avoiding the stigma often associated with removal of the student from the classroom. Goals of Project Ranger include improving negative student behavior, improving student self concept, providing students with skills to enhance adult and peer relationships, motivating academic improvements, and providing students opportunities to develop leadership skills.

Having served 120 students per year for four years at the elementary level, the program is now being considered for older students as well. This document addresses those considering adoption of the program, and covers planning (process objectives and tasks, management structure design, budgeting, and facility and transportation requirements); implementation (process objectives and tasks, and orientation materials); staffing (hiring procedures, staff qualifications, and inservice materials); student selection; and project evaluation methods. Appendices include job descriptions, sample curriculum outlines, student referral and selection forms, and project evaluation forms. (Author/PGD)

ED 170 897 EA 011 658

Franks, Betty Barclay Howard, Mary Kay
People, Law, and the Futures Perspective.
National Education Association, Washington, D.C.
Pub Date-79
Note-58p.; Parts may not reproduce clearly due to print quality of original
Available from-NEA Order Dept., The Academic Building, Sawmill Road, West Haven, Connecticut 06516 (Stock No. 1676-9-00; $2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Citizenship, Civil Liberties, Crime, Elementary Secondary Education, *Futures (of Society), *Legal Education, Legal Problems, Units of Study

The technology being developed today will create an extensive array of new legal problems for the citizens of the future. This booklet outlines a study unit designed to introduce today's students to these problems and to the factors that will have to be considered in their solution. The course is organized around five topics: the changing nature of humanity (consideration of the impact of robots, clones, artificial insemination, organ transplants, cryonics, and related topics); people's rights in the future; current and required government planning for the future; the changing nature of crime and criminology; and the changing requirements of justice, the courts, and prisons. The course involves discussions, role-playing, mock trials, and other activities intended to encourage students to become active participants in the society of the future. (Author/PGD)

ED 170 898 EA 011 659

Zollo, Felix J., Jr.

Reform, Redistribution, and Relief for Massachusetts Public School Districts. Part I.

Pub Date-30 Nov 78

Note-113p.; Introductory Practicum submitted in partial fulfillment of the requirements of the National Ed.D. Program for Educational Leaders, Nova University; Appendix C may be illegible

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141) - Dissertations/Theses (040)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Educational Finance, *Educational Legislation, Equalization Aid, *Finance Reform, Financial Policy, Fiscal Capacity, Property Taxes, State Aid, State Legislation, Tax Support

Identifiers-*Massachusetts, Massachusetts Teachers Association

This practicum report describes a step-by-step plan followed by the author and his employer, the Massachusetts Teachers' Association (MTA), to correct the fiscal disparities that existed in the Massachusetts school finance system and to provide property tax relief to Massachusetts taxpayers. The plan included assessing the existing Massachusetts school aid formula; studying the legislation of states that have reformed their school aid laws; meeting with MTA staff, legislators, and educational groups; developing a new school aid formula; simulating various amounts of state school aid; writing a new state school finance bill; studying the legislation of states that provide property tax relief to selected income groups; identifying groups in Massachusetts eligible for property tax relief; and writing a property tax relief bill (circuit-breaker). The author believes that the MTA school finance bill, if enacted, could withstand a Serrano-type constitutional challenge and that enactment of the MTA property tax relief bill would provide tax relief for low-income and fixed income citizens. Both MTA bills were filed with the Massachusetts Legislature on December 1, 1976. (Author/PGD)

ED 170 899 EA 011 660

Goate, Edward W.

Development and Implementation of an Educational Program Audit (EPA) Management System to Evaluate the Instructional Programs in the Capital School District.

Pub Date-Nov 77

Note-268p.; Individual Practicum submitted in partial fulfillment of the requirements of the National Ed.D. Program for Educational Leaders, Nova University; Most appendices were removed to enable this document to be reproduced for ERIC users only Appendices K, O, and V were retained ; Best copy available

Pub Type- Dissertations/Theses (040) - Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Administrator Attitudes, Board of Education Role, Community Attitudes, Community Involvement, *Educational Accountability, Educational Planning, Evaluation Methods, Management by Objectives, *Management Systems, Program Budgeting, *Program Development, *Program Evaluation, Team Administration

Identifiers-Capital School District DE, Educational Program Audit, Planning Programming Budgeting System

Public demands for accountability in school systems led the Capital School District in Dover, Delaware, to begin investigating management systems in 1974. This investigation led to the adoption of a management by objectives system in 1975 and the addition of program budgeting in 1976, providing the district with the tools of administrative accountability. Educational accountability was achieved with the adoption of the educational program audit (EPA) system in 1977. The development of this system involved creation of an administrative task force, solicitation of community input, and trial application of the system. This document describes in some detail the process of development and implementation of the EPA system, with particular emphasis on the administrative aspects of this process. (Author/PGD)

ED 170 900 EA 011 661

Price, James E.

Identification, Analysis, and Resolution of Significant Educational Issues for the Executive Branch of Government.

Pub Date-12 Jul 78

Note-375p.; In partial fulfillment of the requirements of the National Ed.D. Program for Educational Leaders, Nova University; Appendix E discarded due to illegibility; Not available in paper copy due to marginal legibility of original document

Pub Type- Dissertations/Theses (040) - Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Budgeting, *Educational Administration, Educational Finance, *Educational Planning, Educational Policy, Elementary Secondary Education, Higher Education, State Aid, State Government

Identifiers-*Virginia

The purpose of this paper was to identify and analyze educational issues of agencies and institutions of higher education that are under the jurisdiction of the secretary of education of Virginia. Additional purposes were to enable the governor and the secretary of education to focus attention on significant educational issues, to initiate state educational policy, to provide central direction in formulation of the state's educational budgets, to exercise appropriate educational policy management, to improve allocation of resources to education, to provide periodic review of existing educational programs, and to resolve significant educational issues. Some 323 issues were reviewed and 67 significant issues screened for further definition by agencies. The results included the following: (1) one significant issue was analyzed, (2) a loan authority was established to provide financial aid to students, (3) Virginia's two schools for the deaf and blind were merged, (4) a forms management program was implemented to reduce paper work, (5) a revised state plan was developed to identify and diagnose children who were handicapped, (6) capital outlay needs were identified and some were resolved through a bond referendum, and (7) an increase was made in education appropriations. The paper includes an extensive appendix of material used. (Author/LD)

ED 170 901 EA 011 662

Fotos, Joseph P.

A Model for the Implementation of a Superintendent's Role in Teacher Negotiations.

Pub Date-Sep 78

Note-202p.; Individual Practicum submitted in partial fulfillment of the requirements of the National Ed.D. Program for Educational Leaders, Nova University ; Best copy available

Pub Type- Dissertations/Theses (040) - Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Administrator Role, Board Administrator Relationship, Boards of Education, *Collective Bargaining, Contracts, Elementary Secondary Education, *School Superintendents, Teachers, Teacher Salaries

Identifiers-*Clarion Area School District PA

This paper describes the process of using a chief school administrator as a board resource person in contract negotiations involving the wages, hours, and working conditions of teachers. It describes how an administrator in a Pennsylvania school district supported and advised the board negotiating team by compiling, analyzing, and evaluating relevant data and by preparing counter offers. The paper discusses needs assessment, objectives, role of the superintendent, and an analysis of data. A program evaluation completes the report along with the following recommendations: (1) the board should hire a professional negotiator, (2) efforts should continue to keep salary and fringe benefits within the capacity of the taxpayer, (3) no further erosion of management prerogatives should be allowed, (4) continued attempts should be made to protect the children of the school district from settlements that detract from their educational opportunities, and (5) teachers should be made more aware of the budget process. An extensive appendix containing materials that support the study follows. (Author/LD)

ED 170 902 EA 011 663

Gray, H. L.

Staff Development.

North East London Polytechnic (England). Div. of Staff and Educational Development.

Pub Date-Jan 78
Note-20p.; Best copy available
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administration, Conflict Resolution, *Inservice Programs, Management, Organization, Organizational Development, Personal Growth, Problem Solving, *Staff Improvement

Each interpretation of staff development is derived from a particular theory of organizations and a particular understanding of educational and personal psychology. This paper outlines several organizational theories on which staff development might be based. Staff development is considered as being concerned with all those needs of the individual that relate to membership in the organization and all the needs of the organization as they affect and make demands on individuals. Staff development is seen as a way to deal with organizational conflict and a way to promote the personal growth of organizational members. Organizational development approaches to staff development are compared to authoritarian and traditional approaches. Suggestions for forming a staff development unit in an academic institution are offered. (JM)

ED 170 903 EA 011 664

Gray, H. L.
Staff Counselling in Education.
North East London Polytechnic (England). Div. of Staff and Educational Development.
Pub Date-Jan 78
Note-11p.; Best copy available
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Counseling, *Counseling Programs, Interpersonal Relationship, Leadership, Staff Improvement, Student Teacher Relationship, Teacher Administrator Relationship, Teacher Evaluation, *Teachers, Vocational Counseling

One aspect of staff development that has not received much attention is staff counseling. In fact, the general pastoral care of the teaching staff is largely neglected. Since most problems of teachers have a personal nature, what is needed is a specially trained staff within the institution to offer personal counseling. This counseling could focus on relationship problems between colleagues or between colleagues and subordinates or supervisors. Teachers also frequently need support in problems with students. Counseling can help teachers with their career problems and can make possible realistic but nonthreatening teacher appraisal. The administrative elements in the teachers' jobs from induction to retirement are all concerns for counseling help. Good leadership and good management are more likely to be brought about by counseling rather than training of individuals in techniques. Counseling may also be needed to help with teachers' personal or home problems. One approach to counseling is to develop the use of counseling techniques as a mode of operation throughout the institution. In this approach, counseling techniques are used as a basis for all teaching or managerial relationships. No matter what specific approach is utilized, counseling programs to supply the emotional needs of teachers are long overdue. (Author/JM)

ED 170 904 EA 011 665

Teachers and Labor Relations, 1977-78. Special Report. Government Employee Relations Report Covering Municipal, County, State, and Federal Developments.

Bureau of National Affairs, Inc., Washington, D.C.
Pub Date-27 Nov 78
Note-49p.; For a related document, see ED 161 154 ; Parts may not reproduce clearly
Available from-The Bureau of National Affairs, Inc., 1231 25th Street, N.W., Washington, D.C. 20037 ($5.00)
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Contracts, Educational Legislation, Elementary Secondary Education, *Industrial Relations, Labor Legislation, *Labor Unions, Negotiation Agreements, State Boards of Education, State Legislation, *Teachers, Teacher Salaries, Teacher Strikes
Identifiers-American Federation of Teachers, National Education Association

Several important issues relating to teachers and labor relations stood out in 1977-78. By the end of the year, a proposed merger between the two major teacher unions appeared remote. The National Education Association (NEA) added 100,000 members in 1977. The NEA lobbied in favor of legislation creating a separate Department of Education but the American Federation of Teachers (AFT) opposed it, and the bill died before congressional adjournment. The AFT fought against tax credits for private school tuition and proposed several options for dealing with reduction in force. Heading the list of developments in bargaining was the continuing pressure for citizen involvement. It was revealed that teacher salaries in states that have no public employee bargaining law on the books have risen faster than those in states with such laws. Economic issues remain number one on the minds of most teachers, followed by the issues of proper class assignment and class size. The tenure system was given a boost by two U.S. courts of appeals decisions. New federal legislation clarified pregnancy disability benefits. There were four major legislative actions affecting the relationship between public employers and teachers, including the Tennessee Education Professions Act and Wisconsin's limited right to strike amendment. Also included in the document are examples of union promotional material. (Author/JM)

ED 170 905 EA 011 666

1978 Age Discrimination Act Amendments. Explanation of 1978 Age Discrimination Act Amendments. Report of Committee on Conference, Including Text of H.R. 5383. Text of Age Discrimination Act, as Amended. Report of House Labor Committee. Report of Senate Human Resources Committee. Union Labor Report No. 1506, Special Supplement, Part 2.

Bureau of National Affairs, Inc., Washington, D.C.
Pub Date-13 Apr 78
Note-103p.; Not available in paper copy due to small print size of original document
Available from-BNA Books, 1231 25th Street, N.W., Washington, D.C. 20037 ($2.50; quantity discounts)
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Equal Opportunities (Jobs), *Federal Legislation, *Middle Aged, *Older Adults, *Retirement
Identifiers-Age Discrimination, *Age Discrimination in Employment Act 1967, *Amendments

This booklet explains and reproduces the text of the 1978 amendments to the Age Discrimination in Employment Act (ADEA). It also gives the actual committee on conference report as well as reports of the House labor committee and the Senate human resources committee. In its introductory explanation, the booklet discusses the most publicized features of the amendments the increase in the age limit on coverage from 65 to 70 and the prohibition against mandatory retirement based on the age of employees below the age of 70. Finally, it discusses procedural changes in the act that affect not only the method by which the act is enforced but also what remedies an aggrieved person may seek. It concludes that under the new standards, employers will need to evaluate all of their employees, young as well as old, to avoid charges of age discrimination. Applying these new standards to all of the employees could lead to the termination of more younger employees than would have been the case before the age act was amended. (Author/LD)

ED 170 906 EA 011 667

Employee Promotion & Transfer Policies. Personnel Policies Forum Survey No. 120.
Bureau of National Affairs, Inc., Washington, D.C.
Pub Date-Jan 78
Note-62p.
Available from-The Bureau of National Affairs, Inc., 1231 25th Street, N.W., Washington, D.C. 20037 ($5.00)
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Employment Practices, Job Search Methods, Occupational Surveys, *Personnel Policy, Personnel Selection, *Promotion (Occupational), *Transfer Policy

This report presents the results of a survey on employee promotion and transfer policies used in over 150 organizations. It includes information on methods used for publicizing job vacancies, procedures for processing inhouse applications, general policies on promotions and transfers, and policies for promotion of lower-level employees to first level supervisory positions. Because these policies often vary from one employee group to another, results are reported separately for three employee groups: office/clerical (white collar), plant/service (blue collar), and professional/technical (below the managerial level). The report is based on responses from 166 personnel executives. Of the organizations represented by the respondents, 51 percent are manufacturing companies, 28 percent are nonmanufacturing businesses, and 21 percent are nonbusiness organizations such as educational institutions, hospitals, and government agencies. As well as summarizing common practices, the report presents examples of particular policies, procedures, and forms selected from the participating organizations. (Author/JM)

ED 170 907 EA 011 668

Gue, Leslie R.

Preparation of Educational Administrators in a Multicultural Nation Political, Social and Historical Perspectives.

Pub Date-8 Apr 79

Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Education, Bilingual Education, Canada Natives, *Cross Cultural Training, *Cultural Pluralism, Educational Administration, History, Legislation, *Multicultural Education, Social Problems

Identifiers-Canada, English Canadians, French Canadians, Official Language Act (Canada), Quebec Bill 101

Canada has been throughout its history a multicultural nation as evidenced by its two official languages, and the French Canadian Roman Catholic school and English Canadian Protestant schools publicly supported in many parts of Canada. Since confederation, both legislative and administrative acts have attempted to meet multicultural needs. For example, both a Catholic and Protestant minister of education were appointed in 1964. Legislative action includes laws regarding Indian education, the Official Languages Act of 1969, and Quebec's Bill 101. Sociocultural problems in Canada concern such issues as tax support for separate schools, the Manitoba school question, and Hutterite, Mennonite, and Doukhobor schools. In spite of Canada's multiculturalism, very little has been written on the preparation of school administrators for multicultural education. Although the old apprenticeship system for preparing educational administrators is being replaced by one requiring a graduate degree in education, multicultural needs are not now a part of this course of study. The development in educational leaders of understanding and respect for other cultures is needed. A multicultural training program should contain a theory component concerning such concepts as culture, ethnocentrism, and stereotyping and an experiential component including such activities as intercultural communication workshops, internships in culturally based ethnic organizations, and simulation games and exercises. (Author/JM)

ED 170 908 EA 011 669

Marshall, Catherine

Career Socialization of Women in School Administration.

Pub Date-Apr 79

Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrative Personnel, Administrator Role, Career Development, Elementary Secondary Education, *Females, *Sex Role, *Socialization, Working Women

This paper describes research that attempted to discover and describe the socialization process in school administrative careers that support or hinder women's decision-making for a career in school administration. After a theoretical framework was set up, twenty-five successful women administrators were interviewed and the data were analyzed. One contribution of the research was a description of female career-role strain. Another contribution was the conceptualization of the progression in women's careers from culturally defined roles, through transition, to self-defined roles and delineation of the processes whereby women are denied equal access to informal socialization. The result was a model of career progression that emphasizes the importance of the transition period for women who aspire to or who fill higher positions in school administration. (Author/LD)

ED 170 909 EA 011 670

Bickel, William E. Bickel, Donna DiPrima

A Study of a District Teacher Organization's Impact on Educational Policy.

Pub Date-Apr 79

Note-57p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Some tables may be marginally legible due to small print size

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Board of Education Policy, Case Studies (Education), Collective Bargaining, Educational Change, *Educational Policy, *Labor Unions, Longitudinal Studies, *Policy Formation, *Teacher Associations, Teacher Influence, Teachers

Identifiers-Pennsylvania (Pittsburgh), Pittsburgh Federation of Teachers PA

This ten-year longitudinal case study examined collective bargaining between the Pittsburgh Federation of Teachers and the Pittsburgh School Board. Data were collected by reviewing all formal contract proposals for the years 1968-1978. To ascertain the impact of collective bargaining on educational policy, policy issues were separated from economic issues, educational policy proposals were categorized, an institutionalization rate'' of the number of policy proposals accepted was established, and an index of the organizational stability of the teachers' organization was devised. Results indicated that the teachers' organization has attempted to use collective bargaining to influence educational policy, but this attempt has met with only a moderate, although improving, rate of success. Factors that seemed to influence the success rate were growing organizational strength and changing school board interpretations of what matters were negotiable. Finally, as to whether a union's stability has an effect on how much the organization is interested in influencing educational policy, results are unclear. If amount of union interest in influencing policy is measured by number of policy proposals submitted, it appears that union stability does not increase interest, but if interest is measured by number of proposals accepted, stability may be perceived as an important influence on it. (Author/JM)

ED 170 910 EA 011 671

Harris, J. John, III

Educational Malpractice and Intentional Student Misrepresentation.

Pub Date-Apr 79

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Court Cases, Court Litigation, Educational Accountability, Legal Problems, *Legal Responsibility, Parent Responsibility, *School Responsibility, School Role, Student Responsibility, Torts

Identifiers-*Educational Malpractice, Negligence

The concepts of educational malpractice and educational accountability are emerging more frequently in educational literature and as the basis of court cases. Up until now, no suits charging educational malpractice have been successful, but observers predict that suits charging schools with negligence will be successful. One basis for the court's dismissal of Peter Doe v. San Francisco Unified School District was that no commonly accepted definition of correct educational practice has been devised, so that "malpractice" is impossible to define. The court in Ianello v. University of Bridgeport held that education is not a consumer service. In Donohue v. Copiague Union Free School District, it was found that no legal duty had been improperly performed. Student litigants in malpractice cases misrepresent themselves when they do not acknowledge that lack of achievement is at least partially dependent on the student. Parents too are guilty of misrepresentation when they do not acknowledge their own responsibility to be aware of their children's lack of achievement and to attempt to discuss problems with the school at an early date. Advocates of educational malpractice suits assume an overly simplistic view of education. Nevertheless, educators must make positive efforts to reform their schools and make them accountable to the public. (Author/JM)

ED 170 911 EA 011 672

Lucco, Robert J.

Evaluation and Resource Management: A Policy-Maker's Guide to Using Program Data in Policy Formation.

Pub Date-Apr 79

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Decision Making, Educational Administration, Educational Policy, Models, Needs Assessment, *Policy Formation, *Program Evaluation, *Resource Allocations

Identifiers-Policy Analysis

The educational administrator must often straddle the gap between empirically sound and politically expedient decisions, employing policy assessment as a hedge against adopting ill-conceived policies. The resource allocation model (RAM) attempts to remedy this dilemma by tying program evaluation and policy analysis into a single conceptual yet practical framework for incorporating evaluation data in the assessment of policy issues. The identification and weighing of system demands is the focus of the first component of the allocation model. For this, administrators use the needs assessment survey sheets, code sheets, and score sheets provided. The second level of the model requires use of the program implementation inventory sheet to examine current system programs and plans. The third level of resource management involves assessing program effectiveness using the program outcome inventory sheet provided. The fourth and final phase of the model allows the policy-maker to synthesize information concerning the effects of previous policy decisions on the system's internal and external environmental components. For this phase a program decision worksheet is provided. (Author/JM)

ED 170 912 EA 0 1 673

Schwartz, Henrietta S. Schwartz, Bernard S.

The Development of an Interagency Agreement: The Teacher Corps Youth Advocacy School Crime Intervention Program.

Pub Date-Apr 79

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979) ; Best copy available

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Agencies, *Delinquency, Elementary Secondary Education, *Federal Programs, Interagency Cooperation, *Interagency Coordination, Organizational Theories, Youth Problems

Identifiers-Federal Agencies, Law Enforcement Assistance Administration, Office of Education, School Crime Intervention Program, Teacher Corps, Youth Advocacy Project

The purpose of this investigation was to document the development, operation, and impact of an interagency agreement between two federal departments cooperating to create the School Crime Intervention Program, Activity I. The agencies involved were the U.S. Office of Education and the Law Enforcement Assistance Administration. Data were collected through interviews with key informants in the agencies and project directors, examinations of files, and nonparticipant observation of program-related events. Organizational theories and anthropological models were used to analyze the largely ethnographic data. Findings indicate that both agencies had common broad social goals in working with troubled youth. Necessary elements in collaboration referred to as the ``transactional model'' facilitated the program design and operation of the agreement. These included field-based readiness for the program, power and authority of the chief administrators, a transactional style of organizational management, frequent contacts between the key actors, and power and viability of the Student Initiated Activities Model. A number of other specific findings and recommendations resulted from the study. Recommendations included the formation of an interagency committee, encouragement of replications of the program, and clearer definition of the project director's role. Researchers concluded that the success of the interagency agreement was documented. (Author/JM)

ED 170 913 EA 011 674

Caldwell, William E. Curfman, Walter L.

The Relation Between Collective Bargaining Environments, and Principal Selection and Organizational Behavior Perceptions.

Pub Date-Apr 79

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes, *Administrator Characteristics, *Administrator Selection, *Collective Bargaining, Correlation, *Organizational Climate, Organizational Theories, *Principals, Promotion (Occupational), Teachers

This study examined the effect of collective bargaining environments on principal hiring and school administrator behavior perceptions. Specifically, researchers hypothesized that small or medium sized school districts that engage in collective bargaining will hire significantly more outsiders as principals than will similar districts in nonbargaining environments and that superintendent and principal perceptions of organizational behavior will be significantly more homogeneous in collective bargaining environments. Sixty-six school districts were selected from five states, providing equal samples from each environment, controlling for district enrollment and wealth, and administrative roles. Three managerial roles were selected as indicators of the total organizational behavior the superintendent, a principal of three or more years tenure in the district, and a newly appointed principal. The organizational behavior instrument initially developed by Likert and adapted by Caldwell and Easton to a public school setting was utilized. The findings indicated positive relationships between outsider principal selection and collective bargaining environments. The data further revealed that organizational behavior preceptions of administrative staff were significantly different in bargaining and nonbargaining districts. (Author/JM)

ED 170 914 EA 011 675

Porter-Gehrie, Cynthia

The Female High School Principal: Key Factors in Successful Career Advancement.

Pub Date-Apr 79

Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Development, Elementary Secondary Education, *Females, *Principals, *School Administration, Working Women

The purpose of this paper was to examine the problems of and demands on female administrators as they make the transition from the elementary to the secondary school principalship where more policy-setting is involved. Two case studies are presented of women principals making the transition within large city school systems. The subjects were observed for twelve full school days throughout the academic year as they conducted their daily business. After a detailed discussion of some of the obstacles they overcame, the paper concludes that a study of additional female principals over the whole school year may provide a context for interpreting the findings of normative research on larger samples of female managers. (Author/LD)

Lytle, James H.

Resource Allocation Procedures Viewed From Within the Administrative Structure of Large Urban Schools.

Pub Date-11 Apr 79
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in paper copy due to light print of original document
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Budgeting, Educational Finance, Educational Resources, Elementary Secondary Education, Principals, *Resource Allocations, School Administration
Identifiers-Philadelphia Public Schools PA

As one considers the almost incredible array of guidelines, regulations, requirements, and contract provisions affecting the allocation of the local school's resources, one must wonder how it is possible to conduct the business of the school at all. Time is not traditionally considered a resource, and local school administrators are rarely trained in using time resources well, particularly in the scheduling and rostering process. This is unfortunate, since teachers' work time is the resource most clearly under the administrator's control, and may also be the most significant educational resource when used well. This document provides a brief overview of the local school administrator's role in resource allocations, from the standpoint of one administrator in the Philadelphia public school system. Financial and regulatory constraints and the problems of central office control are touched on. Appendices illustrate documents used by Philadelphia's local school administrators in school-level budgeting. (Author/PGD)

ED 170 916 EA 011 677

Owens, Robert G.
Inquiry in Educational Administration: A Time for New Directions.
Pub Date-12 Apr 79
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Administration, *Educational Research, *Research Methodology, Scientific Methodology, Social Science Research

The impact of the social and behavioral sciences in the 1950s led to a desire for a thorough rethinking of educational administration. Research emphasis was placed first on the internal organization of educational administration, was shifted in the late 1960s to interorganizational and extraorganizational relationships, and with the recent accountability movement has returned to the nature of the interior of the organization. Unfortunately, this research has had little effect on practice and has failed to produce any overarching grand theories.'' One reason for this failure may lie in researchers' dependence on hypothetico-deductive reasoning drawn from the natural sciences. Such research follows a well-established pattern: the theory is stated, variables are assigned, instruments are designed to gather quantitative data, and the data are analyzed for compatibility with the theory. This technique presupposes a theory adequately grounded in empirical knowledge. It may be time to

make an effort at increasing this knowledge by borrowing from social science research methodology. Qualitative studies of this type, involving detailed observation of actual educational practice through time, have been limited in number but have proved quite valuable for generating new theory. (Author/PGD)

ED 170 917 EA 011 678

Englert, Richard M.

Third-Party Participation in the 1978 Teacher Negotiations in Philadelphia: The Politics of Bargaining.

Pub Date-Apr 79

Note-44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Tests/Questionnaires (160) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Citizen Participation, *Collective Bargaining, Community Influence, Community Involvement, *Political Influences

Identifiers-Philadelphia Public Schools PA

The 1978 contract negotiations between the teachers and the school board of Philadelphia were important enough to draw in four identified types of third party: government officials (notably the mayor), neutral mediators, community interest groups (representing political, financial, parental, and general public interests), and the news media. The negotiations took place in a historical and political context that affected the amount of influence each third-party group could exert. Of particular significance in this instance was the active role taken by the mayor, who was highly conscious of the effect a strike could have on an upcoming city charter revision election that in its turn would determine whether he could run for a third term in office. This document analyzes the role played by the major third-party groups in terms of levels of activity, of access to the negotiations, and of influence. The historical and political context and relevant previous literature are discussed, and documentary sources as well as observations made by participants in after-the-fact interviews are used to generate data for the study. (Author/PGD)

ED 170 918 EA 011 679

Pohland, Paul A. Higbie, Virginia C.

The New Mexico Principalship Study. Formal Expectations and the Principalship.

Pub Date-Apr 79

Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Figure ones may not reproduce clearly

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Responsibility, *Administrator Role, *Content Analysis, Educational Administration, Educational History, Elementary Secondary Education, Historical Reviews, Job Analysis, Occupational Information, Principals, Statistical Studies

Identifiers-New Mexico

Content analysis of job descriptions written for principals in 68 of New Mexico's 88 school districts led to identification of 1,650 specific duties. Of these, 1,416 dealt with administrative or managerial functions while only 234 defined educational leadership responsibilities. Such an analysis is limited in that it identifies formally stated functions without clarifying their relative importance, and says nothing about the actual behavior of the principals whose duties are described. Still, the findings reflect a century-old tendency, explored in a brief historical review, to emphasize the principal's managerial functions at the expense of educational leadership. (Author/PGD)

ED 170 919 EA 011 680

Criswell, Larry
Testing a Popular Concept: The Lutz-Iannaccone Model.
Pub Date-11 Apr 79
Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Analysis of Variance, Board Candidates, *Boards of Education, *Elections, Elementary Secondary Education, Statistical Studies, *Voting
Identifiers-California (South)

Statistical analysis of election results from four California counties over a twenty-year period (1956-1977) shows that the defeat of an incumbent school board member in one election increases the probability of incumbent defeats in the next three elections in the same district, while decreasing the probability of incumbent defeats in that district in elections eight or more years later. The tendency of some districts to have greater electoral instability than others was tested and taken into account in the analysis. (Author/PGD)

ED 170 920 EA 011 681

Clawar, Harry J. Levine, Jonathan

Race and Ethnicity as Factors in Winning School Board Elections: Predicting Ethnic Composition of Community School Boards.

Pub Date-Apr 79

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Analysis of Variance, *Board Candidates, Boards of Education, *Cultural Factors, *Elections, Elementary Secondary Education, Ethnic Distribution, Ethnicity, Racial Distribution, *Racial Factors

Identifiers-New York City Public Schools

In 1969 the New York State Legislature decentralized the New York City Public School System into 32 elected school districts with a limited amount of authority over elementary and junior high schools. The legislation provided for community school boards to be elected by district residents. An analysis of election results in 1975 and 1977 showed that neither the race nor the ethnicity of individual candidates was significantly correlated to winning (see ED 152 951). This document reports on a followup study examining the relationships between the candidates' racial and ethnic backgrounds, the ethnic character of their districts, and their rate of electoral success. The authors found that the percent of candidates from an ethnic group is overwhelmingly correlated to the percent of that ethnic group in the school district population. The percentage of school board seats won by whites tends to be greater than the percentage of white candidates, while blacks and Hispanics tend to win proportionately fewer seats. (Author/PGD)

ED 170 921 EA 011 682

Hickcox, Edward S. Ryan, Doris W.

The Politics of Educational Decline: Issues in Governance and Administration.

Pub Date-Apr 79

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Boards of Education, *Declining Enrollment, *Educational Administration, Educational Policy, Elementary Secondary Education, Foreign Countries, *Government School Relationship

Identifiers-Ontario

Enrollment decline places new pressures on school administrators and school boards, but Ontario's Commission on Declining Enrollments found no call for a complete reorganization of either the provincial governance system or the structure of the delivery system at the administrative level. This document describes those aspects of Ontario's school system that affect its response to enrollment decline, and cites both constraints faced by school boards facing decline (demographic factors, community and school employee reactions to school closure, and financial factors) and alternative techniques for coping with decline (staff reduction, reassignment, or reorganization; school board restructuring; and allocation of surplus space). Areas listed as requiring attention at the provincial government level include support for minimal programs, long-range financial planning appropriateness of school district boundaries, fixed costs, improvement in provincial-local relationships, and in general the assumption of a leadership role in education. Information on specific local situations was gathered in a survey of 11 of Ontario's 194 school boards. (Author/PGD)

ED 170 922 EA 011 683

Middaugh, Michael F. Purrington, Gordon S.
Testing a Popular Methodology: The Graham Allison Models.
Pub Date-Apr 79
Note-45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, *Decision Making, Educational Policy, Elementary Secondary Education, Enrollment, *Models, Organizations (Groups), Politics, Research Methodology, Theories
Identifiers-Bureaucratic Politics Paradigm, Organizational Process Paradigm, Rational Policymaking Paradigm

According to Graham Allison's Rational Policymaking Paradigm all the groups participating in a decision-making process act together to assess the problem at hand, to make a thorough search for alternative solutions, and to select the best solution in terms of the values of the decision-making body as a whole. This commonly accepted model is insufficient to describe all cases, however, and Allison offers two alternatives. His Organizational Process Paradigm states that each group in a decision-making body proposes only those alternative solutions that serve the group's self-interest and that final decisions are designed to satisfy at least part of the needs of each of the groups participating. The Bureaucratic Process Paradigm concentrates on intergroup bargaining, power balances, and defined channels for group interaction. A small metropolitan district's response to enrollment decline in the 1970s served as a test of these three paradigms, revealing that while any of the three models might appear to have advantages at a given time, a combined use of all three models appears to yield the most information. The document concludes that the Allison paradigms can be useful but are of limited applicability to the study of educational politics. (Author/PGD)

ED 170 923 EA 011 684

Connors, Eugene T.

An Administrator's Legal Guide to Student Control.

James Madison Univ., Harrisonburg, Va.
Pub Date-78
Note-136p.; Not available in paper copy due to broken print in original document
Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Court Litigation, Dress Codes, Expulsion, Freedom of Speech, *Legal Responsibility, Married Students, Pregnant Students, *Principals, Search and Seizure, *Student Behavior, *Student Rights, Students, Suspension
Identifiers-Goss v Lopez, Tinker v Des Moines Independent School District

The purpose of this study was to help public school administrators, especially principals, to understand the legal and constitutional limitations of their authority in dealing with students. Control of students is discussed as five separate topics, each representing a chapter, as follows: (1) freedom of expression and First Amendment rights; (2) the constitutionality of dress and hair style codes; (3) due process and suspension and expulsion; (4) the constitutionality of searches and seizures; and (5) the rights of the married or pregnant student. Two student rights cases Tinker v. Des Moines Independent Community School District and Goss v. Lopez are discussed in detail. The study concludes that public school administrators must respect the civil rights of all students as specified in the Constitution. (Author/LD)

ED 170 924 EA 011 698

Farnum, Eugene B. And Others

Michigan's Tax-Expenditure Limit. Issues for Implementation. (A Section-by-Section Analysis.)

Michigan State Legislature, Lansing, Senate Fiscal Agency.
Pub Date-Feb 79
Note-78p.; Some appendices may be marginally legible
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Finance Reform, Property Taxes, *State Legislation, Tables (Data), Tax Allocation, Taxes

This booklet, prepared by the Michigan senate fiscal agency, explains new amendments to the state constitution that establish tax and expenditure limitations on state and local government in the state. The purpose of the report is to help legislators implement the new law. The first part of each section analyzes the constitutional language of the amendment; the second part explains the purpose of the section; and the third part gives a summary of key implementation issues surrounding that section. An extensive appendix contains certain detailed information referenced throughout the report. It also contains a copy of the drafters' notes on the tax limitation amendment, which explains the drafters' intent in the formulation of the amendment. (Author/LD)

ED 170 925 EA 011 700

Pelavin, Sol H. And Others
A Study of Year-Round Schools. Executive Summary.
Stanford Research Inst., Menlo Park, Calif.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.
Pub Date-Nov 78
Contract-100-76-0176
Note-19p.; For related documents, see EA 011 701-703
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Community Attitudes, Construction Costs, Disadvantaged Youth, Educational Finance, Elementary Secondary Education, *Operating Expenses, *Parent Attitudes, *Teacher Attitudes, *Year Round Schools
Identifiers-*45 15 Plan, *Pajaro Valley Unified School District CA

This is the executive summary of a study of a year-round school (YRS) program conducted for the office of the Assistant Secretary for Planning and Evaluation of the Department of Health, Education, and Welfare. The three basic objectives of the study were to assess the economic, educational, and social impacts of the YRS program. The program was implemented in one junior high school and its four feeder elementary schools in the Pajaro Valley Unified School District of California. The report concludes that the program is an unqualified success. The program accomplished its primary goal of alleviating overcrowding in the classrooms and eliminating double sessions while not increasing the cost of education. In fact, the cost went down. At the same time, the program has not adversely affected the educational gains of its participating students. Moreover, the program is now well accepted by parents, teachers, and the community-at-large. (Author/IRT)

ED 170 926 EA 011 701

Pelavin, Sol H.
A Study of Year-Round Schools. Volume I: Final Report.
Stanford Research Inst., Menlo Park, Calif.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.
Pub Date-Mar 79
Contract-100-75-0176
Note-379p.; For related documents, see EA 011 700-703; Not available in paper copy due to marginal legibility of much of original document
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, *Community Attitudes, *Cost Effectiveness, Elementary Secondary Education, Multiple Regression Analysis, Operating Expenses, *Parent Attitudes, *Teacher Attitudes, *Year Round Schools
Identifiers-45 15 Plan, *Pajaro Valley Unified School District CA

This study of a junior high school and its four feeder elementary schools was designed to assess the economic, the educational, and the social impact of a year-round school (YRS) program. The authors conclude that the YRS program was an unqualified success. The summary of the three assessments is quite positive with regard to the economic impact, neutral (with positive overtones) with regard to the educational impact, and positive with regard to the social impact. The YRS program saved money while not adversely affecting educational gains. The YRS students made substantial mean achievement gains, with the disadvantaged students making especially notable progress. Despite the catalog of favorable reactions from YRS parents and teachers, district parents and teachers in the traditional program have a low opinion of the YRS program. This finding reinforces the reported experience that getting people to try the YRS program is a monumental effort. (Author/IRT)

ED 170 927 EA 011 702

Burnett, Robert W.

A Study of Year-Round Schools. Volume II: Cost Analysis.

Stanford Research Inst., Menlo Park, Calif.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.
Pub Date-Nov 78
Contract-100-76-0176
Note-195p.; For related documents, see EA 011 700-703; Not available in paper copy due to marginal legibility of much of the original document
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cost Effectiveness, Elementary Secondary Education, Models, *Operating Expenses, *Year Round Schools
Identifiers-*45 15 Plan, *Pajaro Valley Unified School District CA

This report presents results of the assessment of economic impacts of a year-round school (YRS) program as it operated in one junior high school and its four feeder elementary schools. Chapter 2 presents the theoretical background of the cost model and Chapter 3 details the model itself. Chapter 4 is the application of the model to the particular district. Chapter 5 contains a discussion of the sensitivity of the results to various policy changes. Chapter 6 addresses some additional general issues related to the cost of the YRS program. Chapter 7 summarizes the study findings and conclusions. Six appendices containing data about the study are included along with a glossary and a bibliography. There are three primary study findings. The first is that the most appropriate method for YRS cost analysis is to compare the actual costs incurred under YRS with a simulation of costs for providing the same educational program to the same student population during the same time period under a traditional schedule. Second, properly implemented, a YRS program saves money. Third, policy changes can substantially affect YRS savings. (Author/IRT)

ED 170 928 EA 011 703

Burnett, Robert W.

A Study of Year-Round Schools. Volume III: Handbook for Conducting Cost Analysis of Year-Round School Programs.

Stanford Research Inst., Menlo Park, Calif.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.
Pub Date-Nov 78
Contract-100-76-0176
Note-105p.; For related documents, see EA 011 700-703; Some tables may not reproduce clearly due to small print
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Capital Outlay (for Fixed Assets), Comparative Analysis, *Cost Effectiveness, Elementary Secondary Education, *Operating Expenses, *Year Round Schools

This manual is intended for use by district officials undertaking analysis of the costs of year-round school (YRS) programs. To analyze the budgetary impact of YRS, it is necessary to determine the actual costs incurred with the YRS program and to compare these costs to expenses that would be incurred without the YRS program. A simulated traditional-calendar school (TCS) program was created to permit direct comparisons of costs for providing the same services to the same student population under the two calendars. Three major types of costs are included in this analysis capital costs avoided by YRS, operating costs, and transition costs. The basic process for performing this cost analysis can be summarized as follows: (1) Determine the number of additional schools or classrooms needed under an expanded TCS program. (2) Estimate the costs of providing these additional schools or classrooms. (3) Determine the operating costs directly attributable to the YRS program. (4) Estimate the expense of operating the additional schools and classrooms required under expanded TCS. (5) Determine the actual costs of the transition to the YRS calendar. (6) Compare the annual costs avoided under YRS with the annual costs incurred because of YRS. (Author/IRT)

ED 170 929　　　　　　　　　　　　　　EA 011 705

Student Eligibility and Other Problems in Federally Funded and Operated Schools in Puerto. Report by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.
Report No.-HRD-78-173

Pub Date-5 Jan 79
Note-38p.; Photos may not reproduce clearly
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Dependents, Elementary Secondary Education, *Eligibility, Facility Requirements, *Federal Aid, Governmental Structure, Government Employees, *Students
Identifiers-Antilles Consolidated School System PR, Navy, Office of Education

This report by the Comptroller General of the United States is a review of the Antilles Consolidated School System (ACSS) in Puerto Rico. ACSS, operated by the Department of the Navy, provides free education to children of certain federal employees. The paper reviews the condition of ACSS facilities and efforts to improve it as well as overall ACSS school administration, including management, budget, eligibility of students, and relations between the U.S. Office of Education and the Navy. The paper concludes that the Office of Education needs to insure that criteria designating student eligibility are consistently applied. It also needs to determine whether additional legislation is required in order to allow off-base students to attend ACSS schools. (Author/LD)

ED 170 930 EA 011 706

Guidelines for the Management of Student Records. The Family Educational Rights and Privacy Act of 1974 P. L. 93-380, and Section 513 of the Handicapped Act, P. L. 94-142. Revised Edition.

Idaho State Dept. of Education, Boise.

Pub Date-Aug 78

Note-30p.; Two pages of sample notices may be illegible

Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090) - Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Confidentiality, *Confidential Records, Disclosure Elementary Secondary Education, Federal Legislation, State Legislation, *Student Records

Identifiers-Education for All Handicapped Children Act, *Family Educational Rights and Privacy Act 1974

The information contained in the body of this document was obtained from the Federal Register.'' The document presents educators in the state of Idaho with information on the maintenance of student records and the control of access to those records. The appendix contains examples of forms and procedures used by the state department of education and by the school districts in Boise and Pocatello. (IRT)

ED 170 931 EA 011 709

Boesdorfer, Kent And Others
A Guide for Title IX Self-Study.
Kent State Univ., Ohio. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 76
Contract-305-75-005-MODI
Note-75p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Admission Criteria, Athletics, Counseling Programs, Educational Programs, Elementary Secondary Education, Equal Opportunities (Jobs), Instructional Materials, School Districts, *Sex Discrimination, Textbooks
Identifiers-*Education Amendments 1972 Title IX

This document is a set of guidelines on how to conduct the self-evaluation required by Title IX, the amendment prohibiting discrimination on the basis of sex. Its purpose is to help school districts comply with the necessity to evaluate policies and practices by providing a data base for decision-making. The paper is divided into these sections: admissions, education programs and activities, access to courses, counseling and guidance, athletics, texts and instructional materials, and employment. Each section offers a four-step sequence. Step 1 asks the school system to identify all sources of information related to policies and practices in the district. Step 2 reduces the information to a quantitative form. Step 3 involves the comparing of the data from step 2 with the regulations to identify any discrepancies in the school system's practices. Step 4 involves the planning of specific action to remove discrepancies that will bring the district into compliance with Title IX regulations. (Author/LD)

ED 170 932 EA 011 710

Rubel, Robert J.

Theoretical Perspectives on School Crime and Poverty. Summary Volume.

Institute for Reduction of Crime, Inc., College Park, Md.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Office of the Secretary.
Pub Date-Mar 79
Note-180p.; For related documents, see ED 155 816-826, ED 157 180-201, and ED 158 364-370; Sample Forms may not reproduce clearly due to small print
Pub Type- Reference Materials - Bibliographies (131) - Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Behavioral Science Research, *Behavior Theories, Delinquent Behavior, *Disadvantaged Youth, Elementary Secondary Education, Prevention, School Environment, *School Vandalism, Sociocultural Patterns, Student School Relationship, Student Teacher Relationship, *Summative Evaluation, *Vandalism, *Violence

This volume summarizes, analyzes, and discusses the 52 papers on theoretical perspectives of school crime and poverty solicited by the National Council on Crime and Delinquency (NCCD) for the purpose of illuminating findings from the "Safe School Study Report to Congress." It also analyzes 12 papers not included in the original NCCD solicitation. Because the articles produced under the NCCD contract totalled almost 2,000 pages, this volume is designed to give enough of an overview of each article to permit readers to decide for themselves whether or not to seek out the original paper. For the benefit of federal, state, and local-level decision-makers and researchers, the reviewer has made narrative comments concerning the value each paper has for various audiences. These narrative comments are set apart from the summary of each paper. The content of this volume can be viewed in three parts. First, the body of this work summarizes each author's article and briefly discusses major ideas, particular problems, and implications for further research. Second, appendices A and B provide various cross-referencing systems that can be used for selecting certain readings within the overall collection. Third, appendix D provides information relating the grading of documents across clarity, novelty, and utility dimensions. (Author/MLF)

ED 170 933 EA 011 713

Department of Education Organization Act of 1979. Report of the Committee on Governmental Affairs, United States Senate to Accompany S.210 (March 27, 1979). Report No. 96-49.

Congress of the U.S. , Washington, D.C. Senate Committee on Government Operations.

Pub Date-79

Note-148p.; For a related document, see ED 161 150; Not available in paper copy due to small print of original document

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Secondary Education, Federal Government, *Federal Legislation, Organization, Post Secondary Education

Identifiers-Department of Education (Proposed), S 210 (96th Cong 1st Sess)

This is the report of the Senate Committee on Governmental Affairs on S.210, a bill to establish a department of education within the executive department. The text of the bill is included. (IRT)

ED 170 934 EA 011 714

Beslin, Ralph

Decisionmaking in Education. Bibliographies in Education No. 68.

Canadian Teachers' Federation, Ottawa (Ontario).
Pub Date-Dec 78
Note-122p.
Pub Type- Reference Materials (130)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Decision Making, Educational Administration, Educational Assessment, Educational Finance, Elementary Secondary Education, Foreign Countries, Organization
Identifiers-Canada

This bibliography lists material on the topic of decision-making in education appearing during the past five years. In view of the large volume of material available, entries are generally restricted to those dealing with the organization, administration, financing, and evaluation of educational institutions, programs, and systems. Most of the entries are annotated and the availability of many is noted. (Author/IRT)

The 1977 Seminar on Education Finance: Problems and Prospects in Education Finance. Proceedings of a Seminar (Ottawa, Ontario, April 4-5, 1977).

Canadian Teachers' Federation, Ottawa (Ontario).
Pub Date-Aug 77
Note-114p.; For a related document, see EA 011 715 Appendix may be marginally legible due to print
Available from-Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario, Canada K2P 1B4 ($2.00)
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Educational Finance, Elementary Secondary Education, Equal Education, *Finance Reform, *Financial Problems, Resource Allocations, Retrenchment, *School Funds, School Taxes, Seminars, Speeches, Teacher Associations
Identifiers-Alberta, British Columbia, *Canada, Manitoba, New Brunswick, Newfoundland, Nova Scotia, Ontario, Prince Edward Island, Provincial Aid, Quebec, Saskatchewan

The theme of this seminar was the exploration of techniques and strategies for improving the funding of elementary and secondary education. The proceedings of the seminar included welcoming remarks by Michael Heron followed by the presentation Problems and Prospects in Education Finance: Who Is Getting All the Money?'' by Dr. Wilfred Brown. Provincial and Territorial Concerns in Education Finance'' were addressed by ten participants, including Mike Midzain on British Columbia, Douglas Trace on Alberta, Dr. Stirling McDowell on Saskatchewan, Art Toews on Manitoba, Grant Andrews on Ontario, John Vanderkaay on Quebec, Ken Gilliss on New Brunswick, Thomas Gaskell on Nova Scotia, James Blanchard on Prince Edward Island, and Thomas La Fosse on Newfoundland. Group discussions revolved around the question What Strategies Are You Using to Counter Cutbacks and Other Problems and How are They Working?'' Two panels addressed Alternative Techniques and Strategies for Improving the Funding of Education in the Future.'' The first focused on Needed Reforms in Education Finance'' and the second on Needed Strategies for Achieving Reform.'' A final panel discussion focused on the topic Can We Agree on Common

Approaches for Improving the Funding of Education? Priorities in Education for Teacher Organizations." (JM)

ED 170 936 EA 011 717

Goble, Norman M.

Half a Revolution: Aspects of Change in the Canadian High School.

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date-77

Note-102p.

Available from-Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario, Canada K2P 1B4 ($3.00)

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Administrator Characteristics, Collective Bargaining, *Educational Change, *Educational Objectives, *Equal Education, *Institutional Characteristics, Resource Allocations, *School Role, Secondary Education, *Student Characteristics, Teacher Characteristics, Vocational Education, Youth

Identifiers-*Canada

These essays reflect experiences during a series of visits paid to schools in eight Canadian provinces during the fall and winter 1975-76. The object of these visits was to explore the nature of the recent changes in students and in the formal institution of education. What is argued is that both morality and rationality require that the primary goal served by school programs be the healthy and successful integration of the individual, as a responsible and self-regulating adult, into the social collectivity; and that pursuit of this goal be open to everyone, and as far as possible facilitated equally for everyone, whatever may be his or her strengths, weaknesses, talents, needs, handicaps, or interests. Also examined are factors that complicate and hamper the achievement of these goals as they are revealed in current practices and trends in Canadian classrooms. The author concludes that educational changes so far accomplished have been more cosmetic than real, and if we try to rest content with half a revolution we shall swing rapidly back to a state of inadequacy that will call into question the whole system of compulsory schooling. (Author/JM)

ED 170 937 EA 011 718

Murphy, Michael J.

Structural Characteristics and Organizational Design Decision.

Pub Date-Apr 79

Note-43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrative Organization, Bureaucracy, Centralization, *Educational Administration, Factor Analysis, Graduate Students, Questionnaires, *School Organization

Identifiers-*Structural Properties Questionnaire

This paper was presented as part of a symposium that dealt with several systematic research efforts that employed a specific methodology the Structural Properties Questionnaire (SPQ) as a measure of organizational structure in schools. The subjects'' in this study, 17 students in a class on organizational behavior, representing 14 different schools in 5 Utah school districts, were given instruction in structural analysis and were asked to describe their work organization in specific structural terms. The SPQ was administered to the teaching faculty in each of the subject's schools. Comparison of school descriptions provided by the class participants and by the SPQ revealed that, while there was some ability to recognize relative differences among specific factors, course participants were not consistently able to estimate structural levels. In general the class participants were poor judges of the state of structural affairs in their school organization. The results of this study would seem to suggest that administrators, left to their own means, are likely to misread the state of school organizational structure. It follows, then, that any design decisions that follow will be misguided. (Author/MLF)

ED 170 938 EA 011 719

Jovick, Thomas D.

Professionally Ambitious Female Teachers and the Opportunity to Become Influential.

Pub Date-Apr 79

Note-51p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); The section Ambition and Power'' may not reproduce clearly due to light print

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Career Opportunities, Communication (Thought Transfer), Elementary Education, Elementary Schools, Interviews, Leadership, Media Selection, *Multiunit Schools, Questionnaires, Sex Fairness, *Teacher Influence, Team Leader (Teaching), *Women Teachers

This study examined ways professionally ambitious female elementary school teachers responded to different opportunities, in multiunit and conventional schools, to become influential on the teaching faculty in matters of instruction. Teachers in 27 schools received questionnaires and interviews every six months for two and one-half years. The results showed that conventional schools did not restrict female access to influential positions anymore than multiunit schools did. In both types of schools, the more ambitious females were more satisfied with their jobs, engaged in more communication, perceived themselves as more influential in the school, and were regarded by the faculty as influential. Those in the the multiunit schools became influential for different reasons than those in the conventional schools. The team leader position became a significant influence opportunity for the more ambitious females. (Author)

ED 170 939 EA 011 721

Mercurio, Joseph A.

Community Involvement in Educational Decision-Making: Some Lessons Learned.

Pub Date-12 Apr 79

Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in paper copy due to light print of original document

Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Black Community, *Citizens Councils, *Community Involvement, *Community Surveys, Decision Making, Educational Change, Educational Innovation, Educational Planning, Elementary Secondary Education, Interviews, *School Community Relationship, Socioeconomic Status

Identifiers-South Carolina (Greer)

This study considered the effectiveness of citizen advisory boards as vehicles for community input to educational decision-making. It is based on an evaluation of the Greer, South Carolina, Piedmont Schools Project, a planned experiment in comprehensive change in a K-12 school system. The data derive from community surveys, personal interviews, and participant observation techniques. Results suggest that despite federal and state mandates for broad-based citizen involvement in educational decision-making, citizen advisory boards still are likely to be paper'' councils dominated by advantaged'' clientele, and unrepresentative of the community-at-large. (Author/JM)

ED 170 940 EA 011 723

Pringle, Robert A. Olsen, Clarence R.

CCBC Notebook. The Cooperative Program in Educational Administration and Supervision.

Utah Univ., Salt Lake City. Dept. of Educational Administration.
Pub Date-May 79
Note-9p.
Journal Cit-CCBC Notebook; v8 n3 p2-9 May 1979
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Education, College Cooperation, *Cooperative Programs, Core Courses, Educational Administration, Higher Education, Supervision, Universities
Identifiers-Chicago State University IL, Governors State University IL, Illinois (Chicago), Northeastern Illinois University

This master's level program in educational administration was cooperatively undertaken by Northeastern Illinois University, Chicago State University, and Governors State University in 1973. Approved by the institutions in 1975, the program received its first student applications in 1977. The program was planned cooperatively and courses are offered jointly by the institutions. A coordinating council meets monthly to discuss individual student needs, organizational matters, curricular issues, and program guidelines. Students in the program are current teachers or administrators. On completion of the program, each student must possess competencies in six areas. These are administrative and organizational theory, supervision of instructional systems, human relations skills, life styles and learning processes, school-community relations, and research skills. Each student without prior administrative experience is required to enroll in a six-hour field-based practicum. Formative evaluation of the program is done through student questionnaires and followup interviews. Student demands for the program will serve as summative evaluation. (Author/JM)

Manlove, Donald C. Elliott, Peggy
Absent Teachers . . . Another Handicap for Students? The Practitioner, Vol. V, No. 4.
National Association of Secondary School Principals, Reston, Va.
Pub Date-May 79
Note-13p.
Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 ($0.50; quantity discounts; payment must accompany orders of $10.00 or less)
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Administrator Role, Collective Bargaining, Costs, Elementary Secondary Education, Financial Problems, Principals, *Substitute Teachers, *Teacher Attendance, Teaching Quality

Many recent studies have revealed a dramatic increase in teacher absenteeism. Some findings indicate that absenteeism increases following collective bargaining agreements that provide a set number of days that employees may be compensated for illness. There appears to be a growing public reaction to such absenteeism. A New York study noted that substitute teachers are significantly less effective than regular teachers. This suggests that when regular teachers are absent, there is a cutback in student achievement. As the number of teacher absences continues to rise, so does the financial burden of paying the substitutes. Also, increased teacher absences mean a corresponding increase in the time and energy the principal spends with this problem. Too, teacher absences affect extracurricular activities, committee meetings, and conferences. Several partial solutions to these problems have been considered including requiring higher qualifications for substitutes, requiring contract teachers to have lesson plans ready for absence days, offering inservice preparations for substitutes, appointing a teacher to assist the principal in dealing with teacher absences, and rewarding good attendance by returning to the regular staff some of the money saved by good attendance. Several programs in school districts throughout the nation illustrate these and other methods for handling absenteeism. (Author/JM)

ED 170 942 EA 011 725

French Schools. A Report of the U.S. Team Visit to France from November 13 to 23, 1977.

National Bureau of Standards (DOC), Washington, D.C. Center for Building Technology.; Office of Education (DHEW), Washington, D.C. School Construction Branch.

Report No.-NBSIR-78-1521

Pub Date-Mar 79

Note-42p.; Photos may not reproduce clearly

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Building Design, Community Involvement, Construction Programs, *Educational Facilities, *Educational Programs, Elementary Secondary Education, Facility Guidelines, *Facility Planning, Preschool Education

Identifiers-*France

This document is a report of a U.S. team visit to France in 1977 to observe and study French educational facility design, construction, and utilization. The report is written by the individual team members and deals with elements of the educational program, particularly as it related to the building program. Some of the topics include educational organization, community involvement in the education process, and the designing and building of schools in France. The report concludes that the exchange of visits of educators, designers, and builders between the two countries provides the potential for improved systems of education and building research. (Author/LD)

ED 170 943 EA 011 726

Main, Robert G.

Consolidation of Federal Aid Programs for Education: A Case for Block Grant Funding.

Pub Date- 79

Note-44p.; Table II may be marginally legible due to light print

Pub Type- Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Legislation, Educational Policy, Elementary Secondary Education, Equal Education, *Federal Aid, *Federal Programs, Federal Regulation, *Government Role, Government School Relationship, Resource Allocations, Revenue Sharing

Identifiers-*Block Grants, *Categorical Aid

The need for a new approach to federal support of education by reducing the number of narrow categorical aid programs is developed through a case study of the 1976 Ford Administration proposal for a consolidated block grant of 24 separate authorities. The merits of block grant funding are examined both in terms of the administration-sponsored bill and in the broader context of school financing and national education policy. The history of federal aid and the constitutional issues involved are discussed along with the political processes and an appraisal of the constituent forces and their degree of participation in the failure of the proposal. The study is based on a review of the literature, examination of previous education legislation, congressional testimony, hearings, conference reports, and government studies. Personal interviews were conducted with congressional aides and staff members, bureaucrats in executive agencies, and members of educational lobby groups. A position supporting the concept of block grant funding as a means of reform for federal education programs is provided. Recommendations are made for actions by educators and administrators to secure the conditions that will allow focus on level of federal support for education rather than competition for categorical aid programs. (Author/JM)

ED 170 944 EA 011 727

Armistead, Lew

Strike Communications: Before, During and After Keys to Success.

Association of California School Administrators.

Pub Date-78

Note-54p.

Available from-Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010 ($5.00)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Role, *Communication (Thought Transfer), Elementary Secondary Education, Employer Employee Relationship, Mass Media, Parent School Relationship, Planning, *Publicize, *Public Relations, School Community Relationship, Teacher Administrator Relationship, Teacher Strikes

This guide is intended to help educational administrators implement a sound public relations program during a school strike. Early preparation and professionalism are stressed as keys to success. Communications with employees, news media representatives, parents, and community residents are discussed. Communication techniques that are explained and suggested include taped phone messages, news releases, letters, question and answer sheets, and newspaper ads. The bulk of the report is made up of samples of each type of communication discussed. (JM)

ED 170 945 EA 011 728

Deal, Terrence E. Rosaler, Jean A.

An Organizational Perspective on Planning and Problem Solving in Schools.

Association of California School Administrators.
Pub Date- 77
Note-58p : A Project Leadership Monograph
Available from-Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010 ($4.50)
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Role, Educational Administration, *Educational Planning, Elementary Secondary Education, Group Norms, Objectives, Organization, Organizational Climate, *Organizational Development, *Organizational Theories, *Problem Solving

A brief introduction to organizational theory and organizational development for educational administrators is provided in this document. The first section contrasts individualistic and organizational approaches to educational problems. It is intended to give administrators two distinct perspectives for viewing day-to-day events. The second section develops the organizational perspective in more detail by identifying the critical elements of an organization and describing their intricate and dynamic relationships. This section is intended to give administrators new insights for surviving in and changing complex organizations. The third section distills from the organizational perspective some principles for administering schools, relates the perspective to organizational development (OD), and applies the perspective to planning and problem-solving. The final section relates the organizational perspective to the administrator's role. The purpose of the last two sections is to enable administrators to see both potential and limitations in specific OD techniques, gain some new ideas about putting an organizational perspective to work in planning and problem-solving, and choose the administrative roles they wish to play in their school or district. (Author/JM)

ED 170 946 EA 011 729

Asbestos-Containing Materials in School Buildings: A Guidance Document. Part 1.

Environmental Protection Agency, Washington, D.C. Office of Toxic Substances.

Pub Date-16 Mar 79

Note-71p.; For a related document, see EA 011 730; Photos and Appendix A may be marginally legible

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Air Pollution Control, Elementary Secondary Education, *Environmental Influences, Facility Guidelines, *Federal Regulation, *School Buildings, *School Safety, Sealers, *Waste Disposal

Identifiers-*Asbestos

The Environmental Protection Agency (EPA) has worked with the states to develop a program for accurate information and guidance to deal with the problem of school buildings constructed with asbestos-containing materials. This is the first of two guidance manuals that are a major part of this program and are being mailed to all public school districts. They were prepared to inform administrators of the health hazards associated with asbestos and outline the steps that can be taken to identify asbestos-containing materials and to protect students and school personnel from exposure. Chapters constructed in a question and answer format discuss the concern about asbestos, its uses, steps involved in conducting an asbestos control program, and corrective action. Specifications and requirements for contractors are listed, as are sources of assistance from federal and state agencies. The appendices contain the asbestos regulations from three federal agencies, addresses of agencies involved in asbestos control, and a brief report, Mineral Characterization of Asbestos-Containing Spray Finishes.'' (Author/MLF)

ED 170 947 EA 011 730

Sawyer, Robert N. Spooner, Charles M.

Asbestos-Containing Materials in School Buildings: A Guidance Document. Part 2.

Environmental Protection Agency, Washington, D.C. Office of Toxic Substances.

Report No.-EPA-450/2-78-014
Pub Date-Mar 79
Contract-EPA-68-02-2607
Note-123p.; For a related document, see EA 011 729; Photos and some tables may be marginally legible
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Air Pollution Control, Elementary Secondary Education, *Environmental Influences, Facility Guidelines, *Federal Regulation, *School Buildings, *School Safety, Sealers, *Waste Disposal
Identifiers-*Asbestos

Part 2 of the Environmental Protection Agency (EPA) guidance manuals consists of more detailed information on asbestos identification and control methods. Available information on sprayed asbestos-containing materials in buildings is summarized. Guidelines are presented for the detection and monitoring, removal or encapsulation, and disposal of asbestos-containing building materials. Measures available to protect workers and building occupants are presented, based on field measurements and theoretical considerations. Sampling procedures are discussed so that the user of this document can take an active role in determining whether protective action is needed and, if so, how best to protect himself, the public, and the environment. (Author/MLF)

ED 170 948 EA 011 732

Cromwell, Bea Root, Suzanne
Surveying Your Community: An Approach to Community Involvement in Schools. Project Director's Guidebook Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 76
Contract-NE-C-00-3-0039
Note-167p.; Parts may be marginally legible due to colored pages
Available from-Research for Better Schools, 444 North Third Street, Philadelphia, PA 19123 ($11.00)
Pub Type- Guides - General (050)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Community Surveys, Data Collection, Data Processing, Elementary Secondary Education, Interviews, *Planning, Questionnaires, *School Surveys

These guidebooks were designed to help central office personnel, principals, teachers, and members of the community to plan and conduct a community survey. The main volume the staff handbook describes seven tasks involved in planning and conducting the survey and offers guidelines for the survey staff to follow. The project director's guidebook is designed for the person who has overall responsibility for both planning and managing the survey. It provides guidance for the major activities involved in the survey process, namely: (1) defining the purpose of a community survey, (2) developing questions to ask, (3) deciding on a sampling and data collection method, (4) developing data collection materials, (5) conducting a community survey, (6) processing the data, and (7) interpreting the data and preparing a report. The guidelines, directions, examples, and planning sheets were developed using suggestions from school personnel who have had actual experience in conducting a community survey. (Author/LD)

Reducing Violence, Vandalism and Disruption in the Schools. A Special Report.

New Jersey State Dept. of Education, Trenton.
Pub Date-May 79
Note-287p.; Prepared by the Task Force on Reducing Violence and Vandalism; Some appendices may be marginally legible
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Crime, *Discipline Policy, Discipline Problems, Elementary Secondary Education, Financial Needs, *School Security, *School Vandalism, State Action, *Violence
Identifiers-*New Jersey

New Jersey's state board of education formed a task force in 1978 to conduct a six-month study of the effectiveness of various strategies for reducing violence and vandalism in the schools. The forty-seven recommendations developed by the task force were of three types: those designed to improve state-level capabilities (areas addressed included creation within the department of education of an Office to Prevent Crime and Disruption, improved crime reporting, revised requirements for school personnel, improved data collection, the juvenile justice system, and funding possibilities); those to improve local school or school district capabilities (discipline, governance, staff protection, curriculum, school climate, and so forth); and those to improve cooperation between school and community (advisory councils, local planning, community use of schools, and school/police liaison programs). The rationale for these recommendations is presented in this report, and the legal, financial, and time dimensions for carrying out the recommendations are discussed. Extensive appendices include four significant reports on violence and vandalism in New Jersey schools, task force reports on onsite visitations and public hearings, and citation of relevant New Jersey legislation. (Author/PGD)

ED 170 950 EA 011 740

School Bus Carbon Monoxide Intrusion. NHTSA Technical Report.
National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.-DOT-HS-803-705
Pub Date-Sep 78
Note-67p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Air Pollution Control, Elementary Secondary Education, *Equipment Maintenance, *Safety, *School Buses, *Testing
Identifiers-*Carbon Monoxide

This report presents the findings of a voluntary program conducted over a 10-month period during which school buses were tested for carbon monoxide (CO) levels under different climatological conditions. The objective of the test program was to determine whether or not there are any serious CO intrusion problems or indications of potential problems on a small sample of the nation's school buses. The program was not designed to gather data from a statistically significant sample size; however, 645 tests were conducted in all areas of the United States, under varying test conditions, and using test equipment with different accuracies. Test results showed, based on a recommended level of 20 parts per million (PPM), that 7.2 percent of the buses tested exceeded this level, and 5.4 percent of the buses tested had maximum CO readings above 50 PPM. Recommendations included (1) development of advisories for concerned state, local, and private school bus agencies defining necessary maintenance and inspection procedures that will reduce or eliminate the CO intrusion problem; (2) promulgation of a standard defining maximum allowable CO levels for school buses; and (3) additional CO testing under controlled conditions and with an expanded data base. (Author/MLF)

ED 170 951 EA 011 744

Desegregation: Problems, Successes, and Next Steps. The View of Selected Chiefs and State Board Members.

National Association of State Boards of Education, Washington, D.C.
Pub Date-16 Nov 78
Note-13p.; Presented to the National Task Force on Desegregation Strategies (New Orleans, Louisiana, November 16, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Policy, Elementary Secondary Education, Integration Plans, *School Integration, State Programs
Identifiers-National Association of State Boards of Education

This document reports briefly on a meeting sponsored by the National Association of State Boards of Education and attended by state-level policy-makers from nine states deeply involved in desegregation efforts. Topics discussed by the participants in relation to desegregation efforts included funding, judicial and legislative commitment, state board authority, urban desegregation, postdesegregation needs, technical assistance, personnel, and community education. The report concludes with sixteen recommendations for state desegregation policy. (PGD)

ED 170 952 EA 011 752

Schwartz, Terry Ann And Others

Insights Into Action Research: Implications for the Practice of Administration.

Pub Date-9 Apr 79

Note-47p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in paper copy due to light print of original document

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Action Research, *Decision Making, Educational Administration, Elementary Secondary Education, Management Systems, Organizational Change, *Organizational Development, *School Organization, Tables (Data)

Identifiers-Collaborative Decision Making

The purposes of this paper are to describe a data-based organizational renewal effort in a school district, explain the application and utility of the collaborative process used, and discuss the implications of such activities for building-level delivery of educational services, particularly in the area of decision-making. Although the project was not a totally successful organizational development effort because all the intended goals and objectives were not attained, consultants concluded that the processes used a combination of action research, collaboration, and participation-in-decision-making emerged unexpectedly as vital intervention strategies from which implications for the practice of administration could be drawn. Methods utilized in the program are explained, as are factors having implications for the practice of administration at the building-level such as resistance to change, inflexible participants, and lack of support from the central office. The appendix contains worksheets, evaluations, workshop materials, definitions, observation sheets, and role activities. (Author/IM)

ED 170 953 EA 011 753

Miklos, E.

An International Perspective of Pre-Service Preparatory Programs in Educational Administration.

Pub Date-12 Apr 79
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Education, Comparative Analysis, *Comparative Education, Foreign Countries, Graduate Study, Higher Education, Program Content, Student Characteristics, Teaching Methods
Identifiers-*Australia, *Canada, *Great Britain, *New Zealand, United States

A comparative analysis of preparatory programs for educational administrators in Australia, Britain, Canada, and New Zealand is presented in this paper. The purposes of the paper are to describe similarities and differences in educational administration programs, to compare selected characteristics of programs in these countries with programs in the United States, and to identify common concerns that may merit further attention. Characteristics of programs compared include stage of development, enrollments, type of students, program content and structure, and instructional methods. These countries all participated in the parallel studies of preparatory programs initiated by the Commonwealth Council for Educational Administration and the University Council for Educational Administration and conducted by researchers in each of the five countries. This paper draws on the reports of those studies submitted to the 1978 International Intervisitation Program at Vancouver, British Columbia, in May, 1978. (Author/JM)

ED 170 954 EA 011 754

Rasheed, Mohammed A.

Social Climate and Administrative Decision-Making Research for Institutional Renewal.

Pub Date-Apr 79
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979) ; Best copy available
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Faculty, Decision Making, *Employer Employee Relationship, Group Behavior, Higher Education, Individual Power, *Organizational Climate, Paraprofessional Personnel, Questionnaires, Secretaries, *Work Environment
Identifiers-Saudi Arabia, Work Environment Scale

An Arabic translation of the ``Work Environment Scale'' was administered to the employees of Riyadh University's College of Education in Saudi Arabia for the purpose of gathering data useful in administrative decision-making. The survey investigated the work environment of the college as it is perceived by three distinct groups: the faculty, the technicians, and the secretarial staff. The objectives of the study were to compose a profile of each group, to determine the differences and similarities of the three groups, and to propose appropriate administrative responses. For each group the subscale showing the most dramatic deviation above (U.S.) standard scores was that of ``work pressure.'' Standard scores in ``control,'' ``innovation,'' and ``physical comfort'' also reflected, across all groups, results notably higher than U.S. norms. A number of other subscales showed mixed results. When Saudi standard scores are examined, a number of results emerge. Overall, the technicians and secretaries are seen to have a good deal more in common with each other than either has with the faculty. These findings and others provided the college administration with a diagnosis of the work environment, and interpretation of the data yielded recommendations for administrator action. (Author/JM)

Hanson, E. Mark
Field Research Methodology and the Study of Latin American Ministries of Education.
Pub Date-Apr 79
Note-41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Anthropology, Developing Nations, *Ethnography, Federal Programs, *Field Studies, Foreign Countries, Observation, Policy Formation, Politics, *Research Methodology, Social Science Research
Identifiers-*Latin America, *Ministries of Education

In third world countries a key to the course of nation building is the modernization of the organizational and administrative infrastructures that drive the development process. The focus of this paper is the ministry of education (MOE), an institution that has found its role changed dramatically since midcentury in most Latin American nations. In order to promote the modernization of management activities in ministries, it is first essential to understand their existing patterns of operation. Toward this objective, the paper presents a methodological framework for a field study approach. Specifically, the paper explores some of the issues involved in using a participant-observation field research methodology in studying major policy issues reaching from the top to the bottom of the MOE hierarchy. The paper stresses the importance of such activities as (1) being sensitive to the subtleties of the ideal/real dualism, (2) responding to the Latin American concerns of academic colonialism, (3) beginning study at the bottom of the hierarchy (local school level) and working upwards, (4) shifting from a sustained to a transitory methodology as the researcher moves up the hierarchy, and (5) looking for similarities and differences between selected regions or states in order to get closer to a national perspective. (Author/JM)

ED 170 956 EA 011 764

A Dozen Projects to Improve Relations with Your Community. Boardguide.

National School Boards Association, Washington, D.C.
Pub Date-79
Note-28p.
Available from-National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 ($5.95; quantity discounts)
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Boards of Education, Community, Elementary Secondary Education, Parent Participation, *Projects, *Public Relations, Students

This guide offers 12 projects that school boards can initiate to counter alienation and strengthen relationships among themselves, the public they represent, and the staff and students whom their decisions affect. Already tried and tested by a variety of school districts throughout the U.S., the activities include an annual citizen conference on education, a realtors' seminar, public neighborhood forums, organizing parents to help set goals for the district, monthly luncheons with community leaders, curriculum presentations, an annual art show, a weekly employee newsletter, a newspaper column, informal sessions with students, an awards ceremony for outstanding student achievement, and receptions for retiring employees. (Author/LD)

ED 170 957 EA 011 765

Chambers, George A. And Others

A Study of State of Iowa Appropriations with an Emphasis upon Expenditures for Education.

Iowa Univ., Iowa City. Coll. of Education.

Pub Date-78

Note-60p.; Not available in paper copy due to small print of original document

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Comparative Analysis, Elementary Secondary Education, Equalization Aid, Expenditure Per Student, Postsecondary Education, *State Aid, State Programs, *Statistical Studies, Tax Effort

Identifiers-*Iowa

This study is the first of five studies assembled by the budget committee of the Iowa general assembly to provide information regarding the financing of education by state government. It analyzes general appropriations in the state of Iowa between 1960-76 and compares Iowa's appropriations with those of other states. The results indicate increased state support for education in Iowa during the stated period, especially to public school districts. The document states that the most disquieting aspect of this study is that Iowa's support for postsecondary education, considering increased enrollments and declining purchasing power, has declined both in constant dollar expenditures per student and in national ranking. However, for the period 1960-76, Iowa can be proud of increasing state financial support to K-12 school districts. (Author/LD)

ED 170 958 EA 011 766

Donaldson, Gordon A., Jr. Weber, William M.

Vouchers in East Hartford, Connecticut and New Hampshire. A Summary, 1973-1976.

Leinwand (C.M.) Associates, Inc., Newton, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 77
Contract-NE-B2C-5331
Note-24p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, Educational Finance, *Education Vouchers, Elementary Secondary Education, Parent Participation, *Program Evaluation
Identifiers-*Connecticut (East Hartford), *New Hampshire

This document discusses the site histories and summarizes the reports of the participants of the East Hartford, Connecticut, and New Hampshire voucher planning projects during 1973-76. It discusses the voucher concept, which is to give parents a direct role in education, and compares the two voucher models. A summary of four viewpoints held by participants in the experience concludes the report. The ultimate irony of these two experiences, the paper states, was that the voucher system never stimulated much interest or involvement on the part of parents. However, the projects raised many questions about public school funding, accountability, and efficiency. The document states the hope that the records of these experiences will stimulate modifications in educational delivery systems, even if education vouchers are never fully implemented or tested. (Author/LD)

ED 170 959 EA 011 767

Kaplan, Bernard A.

Are Citizen/Parent Advisory Councils Effective? A Report of an Action Research Experiment in Progress.

Pub Date-Apr 79
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Action Research, *Advisory Committees, Citizen Participation, Elementary Secondary Education, Parent Participation, Program Effectiveness

The author is presently engaged in an action research experiment in two school districts in the Southeastern United States that is focusing on the role of two variables in determining the effectiveness of community advisory councils. The two variables are the objectives the advisory councils are supposed to achieve and the factors, some deterimental and some beneficial, that can have significant impact on the successful functioning of these groups. A year remains in the experiment so only a brief progress report can be given at present. The final accounting will depend on the views of four discrete groups: the districts' educators; members of the advisory council; representative parents, citizens, and members of the community-at-large; and the consultant serving the two districts. Overall, the project is not so much concerned with whether advisory councils are effective as with the factors and conditions that must prevail to ensure that they have a reasonable chance to become effective. (Author/IRT)

Negotiating the Teacher Evaluation Issue. ERS Negotiation Aid for School Management.

Educational Research Service, Arlington, Va.
Pub Date-79
Note-76p.; For a related document, see ED 159 812
Available from-Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 ($10.00)

Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-*Arbitration, *Board of Education Policy, *Collective Bargaining, *Contracts, Court Litigation, Elementary Secondary Education, *Teacher Evaluation

This negotiation aid for school managers explores the extent to which one noneconomic issue the evaluation of teacher performance has become a bargainable item. Included here are summaries of both management and teacher views on negotiating the teacher evaluation issue as they have appeared in the literature; an analysis of teacher evaluation provisions published in recently negotiated master contracts; and cases involving teacher evaluation practices that were decided by arbitration, by public employment relations boards, and by the courts. Samples of negotiated contract clauses that pertain to teacher evaluation are also included. (Author/IRT)

ED 170 961 EA 011 781

Solar Energy School Heating Augmentation Experiment. Sections I, II, and III.

InterTechnology Corp., Warrenton, Va.
Spons Agency-Energy Research and Development Administration, Washington, D.C.
Pub Date-3 Jan 77
Contract-EY-76-C-02-2586
Note-220p.; For a related document, see ED 119 320
Available from-National Technical Information Service, U.S. Department of Commerce, Springfield, Virginia 22161 (Order No. COO-2586-1; $3.00 microfiche; $9.25 paper copy)
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Efficiency, *Energy Conservation, Equipment Standards, *Experiments, Facility Case Studies, *Heating, *Heat Recovery, *Performance Specifications, Secondary Education, *Solar Radiation, Systems Approach

An experimental solar heating system heats five modular classrooms at the Fauquier County High School in Warrenton, Virginia. The present report covers the operation, maintenance, and modifications to the system over the 1974-75 and 1975-76 heating seasons. The solar system has shown the capability of providing essentially 100 percent of the heating requirements of the five classrooms it serves. The drain-down method of freeze protection has functioned well with no damage to the system occurring as a result of freezing. The corrosion inhibitor has worked well with the aluminum absorber plates with no failures arising from internal corrosion. The selective coating appears to have degraded in terms of its solar absorptance and this has led to some loss in collector thermal performance. A control system has been developed and installed to allow the system to operate automatically in its most efficient mode. The rubber hose connections have failed repeatedly due to the high temperatures attained by the collector under no-flow conditions. Vandalism has been practically nonexistent in spite of the readily accessible location of the solar collector. Interest in the solar heating system has been high and the system has been viewed by a large number of visitors from the United States as well as throughout the world. (Author/MLF)

ED 170 962 EA 011 782

Timonium Elementary School Solar Energy Heating and Cooling Augmentation Experiment. Final Engineering Report. Executive Summary.

AAI Corp., Baltimore, Md.

Spons Agency-Energy Research and Development Administration, Washington, D.C.

Pub Date-Jun 77

Contract-EY-76-C-02-2627

Note-176p.; National Technical Information Service, U.S. Department of Commerce, Springfield, Virginia 22161 (Order No. COO/2627-2; $3.00 microfiche; $9.00 paper copy)

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-*Air Conditioning, Efficiency, Elementary Education, *Energy Conservation, *Experiments, Facility Case Studies, *Heating, Heat Recovery, *Performance Specifications, *Solar Radiation, Systems Approach

This report covers a two-year and seven-month solar space heating and cooling experiment conducted at the Timonium Elementary School. Timonium, Maryland. The system was designed to provide a minimum of 50 percent of the energy required during the heating season and to determine the feasibility of using solar energy to power absorption-type chillers for cooling. The area to be heated or cooled totaled approximately 8,500 square feet of the center wing of the school. To accomplish this, a system containing 5,000 square feet of collectors, 5,300 square feet of reflectors, a 15,000 gallon insulated hot water storage tank, 40,000 gallons of chilled water storage, an absorption chiller, miscellaneous plumbing, and instrumentation and controls, were installed. Data on the work accomplished and on the system performance are presented. (Author/MLF)

ED 170 963 EA 011 783

Solar Heating and Cooling Experiment for a School in Atlanta. Performance Report.

Westinghouse Electric Corp., Falls Church, Va.

Spons Agency-Energy Research and Development Administration, Washington, D.C.

Pub Date-1 Aug 77

Contract-EY-76-C-02-2628

Note-224p.; For a related document, see ED 100 006

Available from-National Technical Information Service, U.S. Department of Commerce, Springfield, Virginia 22161 (Order No. COO/2628-3; $3.00 microfiche; $9.25 paper copy)

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-*Air Conditioning, Efficiency, Elementary Education, *Energy Conservation, *Experiments, Facility Case Studies, *Heating, Heat Recovery, *Performance Specifications, *Solar Radiation, Systems Approach

This report documents the performance and conclusions of a 13-month period of monitoring the performance of the experimental solar heating and cooling system installed in the George A. Towns Elementary School, Atlanta, Georgia. The objectives of the project were to (1) make a significant contribution to solar design, technology, and acceptability; (2) conduct an advanced experiment on an integrated large-scale solar heating and cooling system, determine its performance, reliability and maintainability, and compare these actual results with predicted performance; (3) identify subsystem interface problems that cannot adequately be predicted by theoretical analysis; (4) operationally test major components and identify improvements required; and (5) identify cost-reducing materials and techniques that may improve the economic viability of solar heating and cooling systems. (Author/MLF)

Solar Heating System for Recreation Building at Scattergood School.
Scattergood School, West Branch, Iowa.
Spons Agency-Department of Energy, Washington, D.C.
Pub Date-3 Jan 78
Contract-DE-EX-76-C-01-2386
Note-140p.
Available from-National Technical Information Service, U.S. Department of Commerce, Springfield, Virginia 22161 (Order No. N78-20605/9WE; $3.00 microfiche; $7.25 paper copy).
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Blueprints, Boarding Schools, Efficiency, Elementary Secondary Education, *Energy Conservation, *Experiments, Facility Case Studies, Gymnasiums, *Heating, *Heat Recovery, Merchandise Information, *Performance Specifications, *Solar Radiation, Systems Approach

This report describes the solar heating of two adjoining buildings, a gymnasium and a locker room, at a coeducational boarding school. Federal assistance was obtained from the Energy Research and Development Administration (ERDA) as part of the Solar Heating and Cooling Demonstration Program. The system uses a 2,500-square-foot array of collectors, a heat storage box containing 1,250 cubic feet of rock, and an air handling unit. The system was to provide an estimated 75 percent of the heat for the facility; in addition, an air-water heat exchanger would serve to preheat water for a domestic hot water system. The project was initiated in May 1976 and was completed in June 1977. A six-month acceptance-testing period followed, during which time a number of minor modifications and corrections were made to improve system performance and versatility. This final report describes in considerable detail the solar heating facility and its construction. As such, it has both detailed drawings of the completed system and a section that discusses the bottlenecks that were encountered along the way. An additional research project, briefly described, involved solar grain drying by directing hot air from the collector into a 6,000 bushel grain drying silo. Project literature for components of the solar heating system is in the appendix. (Author/MLF)

ED 170 965 EA 011 790

Bredeweg, Frank H.
Basic Financial Data on Catholic Elementary Schools.
National Catholic Educational Association, Washington, D.C.
Pub Date-78
Note-15p.; For related documents, see EA 011 791-793
Available from-Publication Sales, National Catholic Educational Association, One Dupont Circle, N.W., Suite 350, Washington, D.C. 20036 ($1.50 prepaid; quantity discounts; orders of less than $25.00 must be prepaid)
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Catholic Elementary Schools, Elementary Education, Enrollment, Expenditure Per Student, Income, *Operating Expenses, Public Schools, School Size, *School Statistics, Student Teacher Ratio, Tuition

Using the expenses reported for 1976-77 in a government survey, and the revenues reported by Catholic diocesan offices, this document presents an analysis of financial data for Catholic elementary schools in the country. Data are reflected for about 80 percent of the 8,281 Catholic schools in 1976-77. Twelve tables supply figures for the following: (1) elementary school sizes, (2) elementary school enrollments (public and Catholic), (3) elementary school enrollments (by percentages), (4) Catholic elementary school costs, (5) relationship of teacher/pupil ratio to per pupil cost, (6) teacher/pupil ratio to per pupil cost (by percentages), (7) sources of revenue, (8) sources of revenue (by percentages), (9) sources of per pupil revenue, (10) ranges of elementary school tuition, (11) elementary per pupil costs (schools ranged by region), and (12) elementary pupil/teacher ratios (by region). (Author/LD)

ED 170 966 EA 011 791

Bredeweg, Frank H.

Catholic High Schools and Their Finances.

National Catholic Educational Association, Washington, D.C.
Pub Date-78
Note-39p.; For related documents, see EA 011 790-793
Available from-Publication Sales, National Catholic Educational Association, One Dupont Circle, N.W., Suite 350, Washington, D.C. 20036 ($3.00 prepaid; quantity discounts; orders of less than $25.00 must be prepaid)
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - M[illegible] Plus Postage. PC Not Available from EDRS.
Descriptors-Budgeting, *Catholic High Schools, Enrollment, Expenditure Per Student, Income, Models, *Operating Expenses, School Size, *School Statistics, Secondary Education, Student Teacher Ratio, Tuition

This study presents financial data on Catholic high schools in five enrollment ranges across the country. The two objectives of the study were to acquire general data for national purposes and to develop specific models for managing Catholic high schools. Nine tables of data are available for reference. The first part of this report deals with general and national statistics on operating expenses, enrollment levels, and pupil/staff ratio. The middle of the report analyzes 15 financially sound average schools, divided into five enrollment ranges, as models for management. The last part of the report consists of general comments on financial management, budgeting, and planning. Appendices list the 200 high schools reflected in the report, financial averages and models by school enrollment, and a copy of the questionnaire used to gather the statistics. (Author/LD)

ED 170 967 EA 011 792

Bredeweg, Frank H.

Catholic Elementary Schools and Their Finances, 1979.

National Catholic Educational Association, Washington, D.C.
Pub Date-79
Note-15p.; For related documents, see EA 011 790-793
Available from-Publication Sales, National Catholic Educational Association, One Dupont Circle, N.W., Suite 350, Washington, D.C. 20036 ($1.50 prepaid; orders of less than $25.00 must be prepaid)
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Catholic Elementary Schools, Elementary Education, Enrollment, Enrollment Projections, Expenditure Per Student, Income, *Operating Expenses, Public Schools, School Size, School Statistics, Student Teacher Ratio, Tuition

This 1979 report presents updated cost and enrollment statistics for Catholic elementary schools, along with brief explanations of the data. Twelve tables give figures on the following: (1) enrollment (Catholic and public schools), (2) school size, (3) projections of school age populations through 1986, (4) operating costs, (5) per pupil costs (schools by region), (6) per pupil costs (percentages by region), (7) revenue by source and region (dollars), (8) revenue by source and region (percentages), (9) per pupil revenue, (10) tuition, (11) pupil/teacher ratios (schools by region), and (12) pupil/teacher ratios (percentages by region). (Author/LD)

ED 170 968 EA 011 793

Bredeweg, Frank H.

Catholic High Schools and Their Finances, 1979.

National Catholic Educational Association, Washington, D.C.

Pub Date-79

Note-40p.; For related documents, see EA 011 790-792

Available from-Publication Sales, National Catholic Educational Association, One Dupont Circle, N.W., Suite 350, Washington, D.C. 20036 ($3.00 prepaid; orders of less than $25.00 must be prepaid)

Pub Type- Numerical/Quantitative Data (110) - Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Budgeting, *Catholic High Schools, Enrollment, Expenditure Per Student, Income, Models, *Operating Expenses, Public Schools, Secondary Education, Student Teacher Ratio, Tuition

This 1979 report, using data from the 1977-78 academic year, presents cost and enrollment figures for Catholic high schools, along with brief explanations of the tables. About 200 Catholic high schools were selected to reflect types (private, diocesan, and parish schools), enrollment sizes (by five levels), and geographic location. In the first half of the book, nine tables supply figures on the following: (1) public and private school enrollment trends, (2) private school enrollments, (3) sample high schools (by type and enrollment size), (4) revenue (by sources), (5) percentage of revenue sources (by school type), (6) per pupil costs (by type of school), (7) tuition (by enrollment level), (8) operating expenses (by percentages), and (9) pupils per professional staff member. The second half of the book contains tables of 15 financial models, by enrollment and type, including figures for the contributed services of religious personnel. The appendices list the 200 schools reflected in the report, present financial models without contributed services, and reproduce a copy of the questionnaire used to gather the statistics. (Author/LD)

ED 170 969 EC 114 660

Reinherz, Helen Z.

Primary Prevention of Emotional Disorders of Children: Mirage or Reality.

Spons Agency-Simmons Coll., Boston. School of Social Work.
Pub Date-Jan 79
Note-17p.; This paper is a revision of one presented at the Annual Meeting of the American Association of Psychiatric Services for Children, Inc. (Atlanta, Georgia, November 9, 1978)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Early Childhood, *Emotionally Disturbed, *Intervention, Models, *Prevention, *Program Effectiveness

The paper addresses the issue as to whether large scale programs of primary prevention are feasible for children with emotional disorders. The problem of translating common definitions of primary prevention into viable programs is considered. A typology of three major approaches to primary prevention is presented: (1) programs promoting and enhancing competency (which include parents' early involvement in children's learning); (2) primary prevention through environmental and systems change; and (3) reducing disorder by identifying populations at risk. Specific recommendations are suggested for hastening the advance of primary prevention programs including that programs include preparation for parenting of all adolescents in normal school settings and that families and children be considered as a unit. (SBH)

ED 170 970 EC 114 675

Bylaw 13.04.01: Programs for Hanidcapped Children.

Maryland State Dept. of Education, Baltimore. Office of Special Education.

Pub Date-May 78

Note-95p.; Print is poor and may not reproduce well

Available from-Maryland State Department of Education, Special Education Division, Information Management Branch, P.O. Box 8717, Baltimore, Maryland 21240 (free)

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Definitions, Due Process, *Handicapped Children, *Hearings, *Identification, Parent Role, State Legislation, *Student Placement

Identifiers-*Maryland

The document presents Bylaw 13.04.01 of Maryland relating to programs for handicapped children. Sections focus on the following topics: commitment, definitions, state responsibility, responsibility of agencies providing direct service, identification, programing, and hearing procedures. A summary of parent involvement in placement procedures includes timelines from the initial screening to implementation of the individualized education program and timelines for the hearing process. The commitment of the bylaw is intended to provide free and appropriate educational programs and related services for all handicapped children from birth through 20 years. (CL)

ED 170 971 EC 114 676

Peck, Camille McGreevy

Low Incidence Handicapped Children: An Administrative Guide.

Maryland State Dept. of Education, Baltimore. Office of Special Education.

Pub Date- 78

Note-124p.

Available from-Maryland State Department of Education, Special Education Division, Information Management Branch, P.O. Box 8717, Baltimore, Maryland 21240 ($3.25)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Equipment, Evaluation Methods, Facilities, Identification, *Individualized Programs, *Multiply Handicapped, Parent Role, *Program Administration, Screening Tests, *Severely Handicapped, Teacher Education, Teaching Skills, Transportation

Intended for local education agency administrators who are establishing programs for children with low incidence handicapping conditions (severe and multiple handicaps), the manual presents information on a range of program topics. Separate chapters are devoted to the following aspects (subtopics in parentheses): identification (presenting problems, Child Find implications); screening and assessment (multidisciplinary approach, protection in evaluation); admission, review, and dismissal process (interpretation of assessment data); individualized education programs (format, planning, establishing timelines); staff (teacher and aide competencies, ratios, related services staff); parents (education, resources); facilities (building design, safety, classroom design); equipment; materials (descriptions of texts and assessment instruments); transportation (legal requirements, emergencies); and funding (estimated breakdown of costs for typical facility). (CL)

ED 170 972 EC 114 677

Mainzer, Richard W. And Others

Guidelines for Protection in Evaluation.

Maryland State Dept. of Education, Baltimore. Office of Special Education.

Pub Date- 78

Note-111p.

Available from-Maryland State Department of Education, Special Education Division, Information Management Branch, P.O. Box 8717, Baltimore, Maryland 21240 ($5.00)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Due Process, Evaluation Methods, Federal Legislation, *Handicapped Children, Inservice Teacher Education, Nondiscriminatory Education, State Standards, *Student Evaluation, Student Placement, *Test Bias

Identifiers-Education for All Handicapped Children Act, *Maryland

The report examines due process protections and requirements in evaluation as mandated by P.O. 94-142 (The Education for All Handicapped Children Act) and Maryland special education Bylaw. A checklist guide for Admission, Review, and Dismissal (ARD) personnel to ensure protection in evaluation is provided. Self check guidelines touch on 16 aspects, including informed parent consent, nondiscrimination, areas of assessment, use of assessments in ARD placement decision making, primary language or communication mode, assessment administration guidelines, and requirements of the written reports and signature. Five appendixes to that section are included, such as sample summary sheets and a guide for nonbiased assessment. Also addressed in separate topics are evidence of compliance with 94-142; a list of anticipated inservice needs, objectives, competencies, and strategies; a model for conducting assessments of mild to moderately handicapped children; and suggestions for evaluating children with low incidence handicapping conditions. (CL)

ED 170 973 EC 114 678

Policy and Procedures Manual: Nonpublic School Tuition Assistance Program.

Maryland State Dept. of Education, Baltimore. Office of Special Education.
Pub Date-1 Dec 78
Note-54p.
Available from-Maryland State Department of Education, Special Education Division, Information Management Branch, P.O. Box 8717, Baltimore, Maryland 21240 ($4.00)
Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrative Policy, *Handicapped Children, Individualized Programs, Private Agencies, *Private Schools, *State Standards, *Student Placement, *Tuition Grants
Identifiers-Maryland

The manual describes the Maryland State Department of Education's responsibility and legal authority for administering the nonpublic school tuition assistance program for handicapped students. Procedures are addressed for such general areas as nonpublic institutions and child placement approval authority, nonpublic placement eligibility criteria, and nonpublic school application forms. Implications for an individual education program are considered, and procedures involved in making application for tuition assistance are described. Legal references and sample forms are included throughout the document. Among forms appended are those for the following areas: individualized education programs (services, present levels of performance, goals/objectives), previous placement summaries, program cost, individualized residential treatment plans, verifications/assurances, and application review. (CL)

ED 170 974 EC 114 679

Guidelines for the Provision of Occupational and Physical Therapy Services for Handicapped Children in the Educational System of Maryland.

Maryland State Dept. of Education, Baltimore. Office of Special Education.
Pub Date-Jan 79
Note-56p.
Available from-Maryland State Department of Education, Special Education Division, Information Management Branch, P.O. Box 8717, Baltimore, Maryland 21240 (free)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accountability, Credentials, *Handicapped Children, Identification, *Occupational Information, *Occupational Therapists, Personnel Policy, *Physical Therapists, *Professional Education, Qualifications, Recruitment, Role Perception, Skills

The guidelines address the qualifications, training, and functions of occupational and physical therapists in working with handicapped children in Maryland public schools. A section on personnel lists job specifications (salary scale, education, experience, employment conditions, examples and essential requirements of work) for four levels of related services specialists. Credentialing and competencies are discussed, recruitment procedures reviewed, and accountability aspects briefly considered. Two final sections address the therapists' role in the identification of handicapped children and examine the nature of required facilities. Six recommendations are made regarding the role of therapists in the identification of handicapped children, including the automatic referral of all positive outcomes of motor development screening to occupational therapy/physical therapy for more precise assessment. (CL)

ED 170 975 EC 114 680

Legal Rights: A Handbook for Parents.

Maryland State Dept. of Education, Baltimore. Office of Special Education.
Pub Date- 78
Note-23p.
Available from-Maryland State Department of Education, Special Education Division, Information Management Branch, P.O. Box 8717, Baltimore, Maryland 21240 ($0.50)
Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Civil Rights, *Due Process, Elementary Secondary Education, Federal Legislation, *Handicapped Children, Hearings, Individualized Programs, *Resource Guides, State Programs, Student Evaluation, Student Placement
Identifiers-*Maryland, *Parent Resources

Intended for parents of handicapped children, the handbook summarizes information regarding legal rights in the following areas: procedural safeguards (records, program planning, assessments), hearings, resource information, due process rights, local education agency resources, membership in the Maryland State Board of Education, state advisory committees, Maryland information and referral services, direction centers, organizations, and parental involvement in placement procedures. A brief review of pertinent federal legislation is included. Timeline charts regarding the IEP (individualized education program) process and hearing process are provided. The handbook concludes with a glossary of 28 terms, such as FERPA'' (Family Education Rights and Privacy Act) and state hearing review board''. (CL)

ED 170 976 EC 114 682

Resource Manual: Impartial Hearing Officers.

Maryland State Dept. of Education, Baltimore. Office of Special Education.

Pub Date- 77

Note-286p.; Not available in hard copy due to the marginal legibility of the original

Available from-Maryland State Department of Education, Special Education Division, Information Management Branch, P.O. Box 8717, Baltimore, Maryland 21240 ($5.80)

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reference Materials (130)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Civil Rights, *Due Process, *Equal Education, *Federal Legislation, *Handicapped Children, *Hearings, State Legislation

Identifiers-Education for All Handicapped Children Act, *Hearing Officers, *Maryland

The document presents a resource manual for impartial hearing officers in the State of Maryland, who will preside at special education hearings as mandated by the Education for All Handicapped Children Act (P.L. 94-142). A copy of P.L. 94-142 is provided, along with the Buckley Amendment and the August 23 and May 4, 1977 issues of the Federal Register (covering implementation of Part B of the Education of the Handicapped Act, and programs and activities receiving or benefiting from Federal financial assistance). Those sections of Maryland State law related to special education hearings are provided, along with the Maryland Association for Retarded Children decree, the Report of the Governor's Commission on Funding the Education of Handicapped Children Phase II, and joint statements from the Maryland Department of Health and Mental Hygiene and the Maryland State Department of Education. Maryland Special Education Bylaw 13.04.01 is also included. The nature of services offered to handicapped students in Maryland are outlined, county by county and by Local Education Agency. Charts provided include a parent due process rights checklist, the hearing sequence, a hearing process timeline, and a hearing officer competencies checklist. Forms provided include notices, an appeal application, a hearing officer position announcement, a hearing officer position application form, and a request for interpreter/translator. (DLS)

ED 170 977 EC 114 710

Karnes, Merle B.
Creative Art for Learning.
Council for Exceptional Children, Reston, Va.
Pub Date-79
Note-196p.
Available from-The Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, Virginia 22091 ($9.00, Publication No. 192)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Art Activities, *Art Education, Child Development, Curriculum Guides, *Early Childhood Education, Preschool Education

The book presents a creative art program for preschool children that utilizes art as a vehicle to develop many desirable behaviors social, emotional, and intellectual. A total of 45 art activities are described, organized under the headings Exploration Seeing and Feeling'' (including seeing and feeling different textures, and seeing repeating lines and shapes), Painting and Drawing (including painting on a transparent surface and drawing a picture with chalk), Printmaking'' (including making a vaseline moroprint and creating a picture from a printing plate), Sculpture'' (including making a junk sculpture and making a papier mache relief sculpture), and Crafts/Mixed Media'' (including making a scrap collage and making a paper bag puppet). Along with each activity description is included a list of materials needed, possible concepts to be learned, skills involved, time required, demonstration procedure, and suggested subjects for additional art activities. (DLS)

ED 170 978 EC 114 711

Gadow, Kenneth D.
Children on Medication: A Primer for School Personnel.
Council for Exceptional Children, Reston, Va. Information Services and Publications.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-116p.; A Product of the ERIC Clearinghouse on Handicapped and Gifted Children
Available from-The Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, Virginia 22091 ($7.50, Publication No. 191)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Behavior Change, Drug Education, *Drug Therapy, Epilepsy, *Handicapped Children, Hyperactivity, Mentally Handicapped, School Personnel, *Sedatives, *Stimulants

Intended as a primer for school personnel, the book discusses children whose various disorders require them to be on medication, and describes the behavioral effects of these drugs along with their major side effects. Fundamental concepts in pharmacotherapy are reviewed, including dosage adjustment and side effects, and a brief introduction to the different kinds of drugs is presented. Research investigating the effects of stimulants (Ritalin, Dexedrine, and Cylert) on activity level, perceptual-motor skills, learning performance, behavior problems, and school achievement of hyperactive children is reviewed. Nonstimulant drugs occasionally used in the treatment of hyperactivity are also mentioned, and the Feingold diet and behavior modification are briefly described. The various types of epilepsy are examined, along with the drugs used to treat them. Also covered are febrile seizures, the management of seizures in the classroom, and how antiepileptic drugs can affect classroom performance. The use of major tranquilizers in the treatment of behavior disorders associated with mental retardation is described. Other topics covered include the use of psychotropic drugs in the treatment of enuresis, school phobia, cerebral palsy, and childhood psychosis. Included in the appendixes are a classification of psychotropic drugs, a classification of the epilepsies, and Conners' Abbreviated Teacher Rating Scale. A glossary is also included. (DLS)

ED 170 979 EC 114 772

Opening Doors: A Handbook on Making Facilities Accessible to Handicapped People.

National Center for a Barrier Free Environment, Washington, D.C.
Spons Agency-Community Services Administration (DHEW), Washington, D.C.; Stanley Works, New Britain, Conn.
Pub Date-Mar 78
Contract-B7B-5542
Note-34p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Architectural Barriers, *Building Design, Definitions, Design Needs, *Environmental Influences, *Facility Guidelines, *Handicapped Children, Legislation, Public Facilities
Identifiers-*Accessibility

The handbook focuses on the accessibility of facilities to handicapped individuals. General information on accessibility requirements mandated by law is provided. Information on state and local legislation on architectural barriers gives suggestions for where to write to find out what laws apply where. Definitions of terms such as accessible, barrier free, and usable are given; as well as a listing of conditions that create the need for an accessible environment. Minimum accessibility requirements for buildings are identified and federal funding for removal of barriers is discussed. Addresses of organizations with local chapters that may be able to assist in planning alternative ways of achieving accessibility are provided. The elements of an accessible system, including modifications in existing facilities, are listed as follows: parking, curb cuts, walkways, ramps, entrances, doors, floors, corridors, elevators, stairs, toilet rooms, and convenience and support facilities (such as drinking fountains and alarm signals). A short list of recommended resources is included. Addresses of information resources and sources for the international symbol of access are appended. (PHR)

ED 170 980 EC 114 775

Gill, J. M., Ed. Clark, L. L., Ed.

Braille Research Newsletter, No. 9, April 1979.

American Foundation for the Blind, New York, N.Y.; Warwick Univ., Coventry (England). Research Unit for the Blind

Pub Date-Apr 79

Note-49p.

Pub Type- Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Artificial Speech, *Blind, *Braille, Language, Reading Instruction, Talking Books, *Visually Handicapped

The use of braille as the primary means of achieving literacy among the blind and severely visually impaired has lessened in recent years. Synthetic speech and talking books have taken the place of braille as the primary sources of information. Some reasons for the lack of growth in readership are failure to produce those materials most wanted by the population served, the uneven quality of instruction in braille, the lack of technology in braille text production, and the complexity of the braille code. Solutions to these problems are to change the public attitudes through an international conference and a series of articles on braille, to define the market and enhance availability, to standardize criteria for teacher competence and conduct management audits, introduce innovative methods of production, and to revise the braille code. (PHR)

ED 170 981 EC 114 796

Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap.

Office for Civil Rights (DHEW), Washington, D.C.
Pub Date-21 Mar 79
Note-16p.
Journal Cit-Federal Register; v44 n56 Mar 1979
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Policy, Admission Criteria, *Civil Rights, Curriculum, *Discriminatory Legislation, *Educational Programs, Employment, *Federal Regulation, Job Placement, *Minority Groups, State Agencies, Vocational Counseling, *Vocational Education, Vocational Schools
Identifiers-Civil Rights Act 1964, Rehabilitation Act 1973, Title IX Education Amendments 1972

The guidelines explain the civil rights reponsibilities of recipients of federal funds offering or administering vocational education programs (effective March 15, 1979). The guidelines derive from and provide guidance supplementary to Titles VI of the Civil Rights Act of 1964 (and the implementing departmental regulation), Title IX of the Education Amendments of 1972 (and the implementing departmental regulation) and Section 504 of the Rehabilitation Act of 1973 (and the implementing departmental regulation). The guidelines give vocational schools, and state agencies administering them, guidance on how they can assure that their programs are non-discriminatory; and describe requirements in several areas, including admissions, counseling, curricula, placement, and employment. Under the guidelines, for example, it is explained that administrators of vocational training programs cannot establish geographical attendance zones or select sites for new schools which exclude minorities from opportunities offered in their programs. (Author/PHR)

ED 170 982 EC 114 798

Laenger, Charles J., Sr. Peel, H. Herbert

Further Development and Test of an Artificial Hand for Communication with Deaf-Blind People. Final Report.

Southwest Research Inst., San Antonio, Tex.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.-SWRI-13-4739

Pub Date-31 Mar 78

Grant-G-007600577I

Note-58p.; Photographs may not reproduce well

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Deaf Blind, *Electromechanical Aids, Finger Spelling, Instructional Aids, *Manual Communication, *Material Development, *Mechanical Teaching Aids, Multiply Handicapped, *Nonverbal Communication, Sign Language, Tactile Adaptation

The report details the development and design of a mechanical hand for communicating with deaf blind persons. It is explained that the device, which looks and functions like the human hand, forms the symbols of the one-hand manual alphabet upon command from a standard electric typewriter keyboard. The report addresses the following topics (sample subtopics in parentheses): background of the concept (prior work by the Southwest Research Institute, including the use of surgically implanted electrodes); design criteria (mechanical hand dimensions, detailed drawings of the finger and thumb designs); the development program; consultant reactions; and needed improvements (cosmesis, internal resistance, and portability). Among six recommendations listed are for a functional design evalution by deaf blind users, attention to cosmetology, and preparation of a final report to determine disposition. (CL)

ED 170 983 EC 114 799

Turner, Ruth M. Macy, Daniel J.

A Five-Year Longitudinal Study of IEP Implementation.

Pub Date-Feb 78
Note-93p.; A paper presented at the CEC National Topical Conference on Individualized Education Program Planning (Albuquerque, New Mexico, February, 1978)
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Demonstration Programs, Elementary Secondary Education, *Handicapped Children, *Individualized Programs, Mainstreaming, Models, Program Development, Program Effectiveness, State Programs
Identifiers-Texas

The paper describes a 5-year longitudinal study of a Texas school district's implementation of an individualized mainstream special education program. Plan A'' program activities and outcomes are reported for five phases (sample subtopics in parentheses): initiation in one high school, one junior high school and eight elementary schools (description of pilot model and analysis of survey responses and site visits which indicated major implementation difficulties); revision of Pilot Plan A (establishment of an advisory council and materials center); expansion of the pilot program (development of a recordkeeping system for individualized education programs - IEPs - , evaluation findings that 60% of the plans were complete, and a list of sample objectives for 30 categories); continuation of the pilot program (a teacher workshop for 200 teachers on IEPs and evaluation of student progress which showed that Plan A students made larger gains than expected); and the final phase of district-wide program expansion (the addition of new staff and four format options for IEPs). The report concludes with guidelines for IEP implementation in large urban settings, with 15 common problems pointed out (CL)

ED 170 984 EC 114 800

Haskins, James S. Stifle, J. M.

He Will Lift Up His Head: A Report to the Developmental Disabilities Office on the Situation of Handicapped Navajos and the Implications Thereof for All Native Americans.

Office of Human Development (DHEW), Washington, D.C.
Report No.-OHDS-78-29006
Pub Date- 78
Note-87p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-American Indians, Economically Disadvantaged, *Educational Needs, *Environmental Influences, Federal Government, *Handicapped Children, Health Needs, *Health Services, *Navajo, *Special Education

Issues involved in education of handicapped Navajo children are examined. Background sections contrast the history of treatment for the handicapped in America with the treatment received by handicapped Navajos. Unemployment, substandard housing, lack of accessibility within the reservation, overpopulation, language barriers, and the relationship of the Navajo nation to the US government are all explained to make the situation of handicapped Navajos unique. Reasons for the poor quality of education in the Navajo nation are traced largely to defects in the BIA (Bureau of Indian Affairs) system. The need for more on-reservation facilities for handicapped Navajos is stressed. Existent programs are briefly described, as are pertinent federal laws. Health care needs are listed, including needs for early childhood screening, diagnosis, and intervention. Housing and employment considerations are also briefly addressed. (CL)

ED 170 985 EC 114 806

Clark, Barbara

Growing Up Gifted: Developing the Potential of Children at Home and at School.

Pub Date-79

Note-476p.

Available from-Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($16.95)

Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Cognitive Development, Early Childhood Education, *Educational Methods, Elementary Secondary Education, *Gifted, Parents, Social Development, Student Characteristics, *Talented Students, *Talent Identification, Teacher Education, *Teaching Methods, Trend Analysis

The text reviews characteristics of gifted students and educational approaches for gifted and talented students. A definition of giftedness is presented in the first chapter. The development of giftedness is traced in the next two chapters (sample subtopics in parentheses): becoming gifted (prenatal and perinatal influences and intellectual development during early childhood) and growing up gifted (origins of social-emotional development and assuring integrated growth at home and at school). Seven chapters focus on the following school-related topics (sample subtopics in parentheses): screening and identification (problems of identifying the culturally different, handicapped, or educationally atypical gifted individual); administrative provisions (common educational models); teaching strategies in elementary, secondary, and post-secondary (cognitive and affective development and enrichment); creativity (enhancing creativity at home and in the classroom); areas of concern in gifted education (labeling, grading, and career education); teachers and parents (teacher education and certification, parent organizations); and future developments (brain research, biofeedback, and parapsychology). Each chapter contains a brief study guide. Appended are descriptions of activities to develop basic reading skills with 2-4 year olds, an annotated list of standardized tests used with gifted students, and sample forms for selection and assessment. (CL)

ED 170 986 EC 114 807

Macy, Daniel J. Carter, Jamie L.

The Longitudinal Effect of Resource Room Intervention on School Absenteeism of Learning Disabled Students.

Pub Date-Apr 79

Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April, 1979)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attendance, Attendance Patterns, Elementary Secondary Education, *Learning Disabilities, Longitudinal Studies, *Resource Room Programs

The absenteeism of 252 mainstreamed learning disabled (LD) elementary and high school students was examined over 4 consecutive years for elementary Ss and 3 1/2 years for secondary Ss. Orthogonal polynomial analysis was used to find the relationship between absenteeism and time as measured in school semesters. In general, analyses indicated the following findings: the absenteeism of secondary LD Ss generally increased across semesters, although the rate was less for Ss dismissed from Plan A (resource room program) than for those still in Plan A; the absenteeism of low-absentee elementary LD Ss showed only a small increase across semesters, and absenteeism was virtually independent of enrollment status in Plan A; and the absenteeism of high-absentee elementary LD Ss still in Plan A increased across semesters, but the absenteeism of high-absentee elementary students dismissed from Plan A decreased after the introduction of Plan A. Differences between projected average percent absent and actual percent absent showed that dismissed high-absentee elementary Ss attended more school after Plan A than would have been expected. (CL)

ED 170 987 EC 114 808

Breiter, Joan
Survey: Teachers of Gifted Elementary Students.
Spons Agency-Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.
Pub Date- 79
Note-46p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, *Evaluation Methods, Exceptional Child Research, *Gifted, *Instructional Materials, *Learning Activities, *Teacher Attitudes, Teacher Education, Teaching Skills, Values

The difference between theoretical value and actual classroom use by 32 teachers of gifted (GT) elementary students of materials, activities, and evaluation forms considered suitable for gifted children was investigated. Seventeen present or former GT teachers rated the survey items on a theoretical basis. Fifteen teachers presently working in GT programs rated them on the level of their actual classroom use. A significant difference in the mean ratings of items between theoretical value and actual use was found for a number of items. The materials used in GT programs most often appeared to be those used most often with children in general. A gap in ratings between theoretical values and actual classroom use was consistently found for materials, activities, and evaluation devices. Participants also responded to items regarding their teaching strengths, weaknesses, competencies, and needs, as well as the types of assistance desired from state and local education agencies. The survey concluded with questions on topics felt to be important in GT teacher education. (Author/CL)

Ewell, Kathleen S. Norris, Carole L.

PRISE Liaison Training Workshop. (Part of the Development of a Statewide Dissemination Network).

Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Note-96p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Delivery Systems, *Handicapped Children, *Information Dissemination, *Information Systems, Simulation, *State Programs, Workshops
Identifiers-*Pennsylvania Resources Information Center Spec Ed

The workshop manual is designed to provide an overview of the information dissemination process for PRISE (Pennsylvania Resources and Information Center for Special Education), which provides information in response to requests from special educators throughout the state. The following aspects of the workshop are discussed (sample subtopics in parentheses): the opening session; goal, competencies, and activities (to train skilled information consultants within each intermediate unit as part of a special education information dissemination system); agenda of the 1-day workshop; training outline (eight steps of the information dissemination process); eligibility interaction; simulation activities with observers; suggestions for getting started (PRISE assistance in implementing a new information system); and training evaluation. Also included are sample transparencies used in the workshop and a reference guide handbook to PRISE policies, services, procedures, and resources. (CL)

ED 170 989 EC 114 810

Naron, Nancy K. And Others

The Prevention of Learning Disabilities Before School: Results of a Pilot Program.

Spons Agency-Chicago Board of Education, Ill. Dept. of Research and Evaluation.

Pub Date-Apr 79

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April, 1979)

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aural Learning, Intervention, *Learning Disabilities, *Preschool Education, *Prevention, *Program Effectiveness, *Program Evaluation, Visual Learning

Identifiers-*At Risk (for Handicap)

A pilot program was conducted to determine the efficacy of providing 32 preschoolers at high risk for learning disabilities with structured, individualized instruction to supplement their regular kindergarten experiences. Ss were selected on the basis of developmental screening and diagnostic tests. Ss were enrolled in the V-M (visual input-motor response) or language (auditory input-verbal response) skill group. After attending the program for 1 hour a day, 4 days a week, for 3 months, Ss made significant gains as compared to a control group on the basis of pre and post test scores. Large gains were noted by children whose parents were most involved in the program. (CL)

ED 170 990 EC 114 811

Macy, Daniel J.

Application of a Theoretical Control Strategy in Early Intervention for the Handicapped.

Dallas Independent School District, Tex.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Apr 79

Note-42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Developmental Disabilities, *Developmental Programs, *Early Childhood Education, Exceptional Child Research, *Intervention, *Physically Handicapped, *Prediction, Program Effectiveness

Identifiers-Project Kindling Individual Development Systems

The effectiveness of the Dallas, Texas Project KIDS (Kindling Individual Development Systems) on the developmental progress of 17 developmentally delayed and physically handicapped children (aged 18 months or less at pretest) was studied, and the accuracy of projections of children's progress made by professionals was investigated. The Bayley Scales of Infant Development, the KIDS Inventory of Development, and case study data were used to score projections. Among findings were that projected scores were reliable and relatively free of measurement error; that sampled children made highly significant pre-post improvement; that there was variability in scores projected by experts for any given child, and that the extent of projected score variability differed across children. (SBH)

ED 170 991 EC 115 092

Johnson, John L.

An Essay on Incarcerated Youth: An Oppressed Group.

Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-400-76-0119

Note-9p.; The paper appeared in a special issue of Exceptional Children on The Yet to Be Served Children'' April 1979

Available from-The Council for Exceptional Children, Information Services and Publications, 1920 Association Drive, Reston, Virginia 22091

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Access to Education, Bias, *Delinquency, *Educational Disadvantagement, Emotionally Disturbed, *Institutionalized Persons, Needs Assessment

The article discusses the provision of educational services to incarcerated youth (all children in institutional settings, but particularly delinquents). Issues examined include the locus of authority for the education of the incarcerated, the need for adequate needs assessment data so that more systematic planning can be done, the need to organize available data into some meaningful picture, and the prejudice and bias that are part of the dynamics of who gets incarcerated. Some future perspectives are also offered. (DLS)

ED 170 992 EC 115 201

Baxley, Barbara L.

The Effects of Training in Discrimination of Pitches on the Ability to Discriminate Speech Sounds in Primary Age Children Classified as Learning Disabled in the Area of Auditory Discrimination.

Pub Date-Apr 79
Note-43p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session A-1)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Auditory Discrimination, Auditory Evaluation, *Exceptional Child Research, *Learning Disabilities, *Music, Music Techniques, Music Therapy, *Speech Skills

The paper reports on a study in which 64 students (6-9 years old) identified as learning disabled in the area of auditory discrimination were trained to discriminate musical pitches in order to assess effects on speech discrimination. A detailed review of the literature is presented regarding the use of music in remediation, the definition of learning disabilities, and the concept of auditory perception based on J. Wepman's model of perceptual processing. It is explained that treatment consisted of a 5-week program in which Ss were trained to discriminate pairs of successive pitches of no less than a major second and no more than two octaves, and that Ss were required to demonstrate an understanding of the concept of same/different and the ability to discriminate pitches through activities including body movement and verbal response. Data from the Pitch Discrimination Test and Wepman Auditory Discrimination Test are analyzed. Among conclusions drawn is that there is a positive, although small correlation between pitch discrimination and speech sound discrimination which would probably result in improved speech sound discrimination as pitch discrimination is improved. (CL)

ED 170 993 EC 115 202

Teach, Joan K.

The Effects of Rate Controlled Speech on the Listening Comprehension of Learning Disabled and Normal Children.

Pub Date-Apr 79

Note-31p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session A-1)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Auditory Discrimination, Childhood, Elementary Education, *Exceptional Child Research, *Learning Disabilities, *Listening Comprehension, *Listening Skills, *Speech Compression, Time Factors (Learning), Vocabulary

The study explored the differences in the abilities of 20 learning disabled (LD) students (6-8 years old) and 19 normal Ss to perform on listening tasks. In phase I, performance levels were assessed on the Goldman Fristoe Woodcock Test of Auditory Discrimination and a listening comprehension skill battery (the Durrell Listening-Reading Series, Primary Level, Form EF, Parts I and II). In phase II, Ss' error frequency under varying conditions of rate altered speech was analyzed. Among results were that there was no significant difference in the performance of LD and normal Ss in the assessment testing of auditory discrimination and sentence comprehension, although there was a significant difference in vocabulary understanding; and that there were no significant differences between the number of errors made by LD and normal Ss at the slow or normal rate of speed after controlling for IQ, although there was a significant difference at the fast rate. (CL)

ED 170 994 EC 115 203

Rittenhouse, Robert K. Spiro, Rand J.

Conservation in Deaf and Normal-Hearing Children.

Spons Agency-Illinois State Univ., Normal. Coll. of Education.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 79

Contract-400-76-0016

Note-12p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979 Session B-1)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aurally Handicapped, *Cognitive Development, *Conservation (Concept), *Deaf, Elementary Secondary Education, *Exceptional Child Research, *Learning Processes

Identifiers-Piaget (Jean)

The paper describes an experiment in which 52 deaf children (7-19 years old) and 36 normal hearing children (7-16 years old) were given several Piagetian conservation tasks to determine if the conventional instructions are the basis for conservation failure in deaf children and to examine the order in which deaf Ss acquired various forms of conservation. Research is reviewed which suggests that deaf children behave in a cognitive manner different from their normal hearing peers. It is explained that all Ss received number, liquid, weight, and volume conservation tasks under two instructional conditions (conventionally and in a modified manner with instruction changed to make the conservation attribute clear). Results are said to have indicated no statistically significant difference between the two populations in the order of conservation acquisition under either set of instructional conditions. The facilitative effect of the attribute specific instructions in both populations is seen to suggest that conventional Piagetian conservation problems may underestimate the cognitive level of children. Findings are said to indicate that deaf children should not be viewed as psychologically unique, and that general rules in teaching should apply to the teaching of deaf students. C(L)

ED 170 995 EC 115 204

Jones, Barry W.

A Study of the Recognition and Comprehension That-Complements''.

Pub Date-Apr 79

Note-22p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session B-1)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aurally Handicapped, *Comprehension, *Deaf, *Exceptional Child Research, *Grammar, *Recognition, Syntax

Identifiers-*That Complements

The paper reports on a study of the ability of 93 hearing impaired students (10-18 years old) and 60 normal hearing students (8-10 years old) to recognize and comprehend grammatical that complements'' in English. Recognition and comprehension tasks are explained to have been administered to both groups, with deaf Ss receiving instructions through the total communication method. It is explained that statistical analysis reflected the effects of the early blocking of audition on the acquisition of English by deaf children, and that results for combined scores indicated that that-complements'' in object position were the easiest with that-deleted complements'', extra-posed complements and that-complements'' in subject position following in order of difficulty for both groups. Results were seen to indicate a need for the syntactic control of reading materials for hearing impaired students. (CL)

ED 170 996 EC 115 205

Cohen, Morris

The Development of Language Behavior in an Autistic Child Using a Total Communication Approach.

Pub Date-Apr 79

Note-50p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session B-1)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Autism, Case Studies, Early Childhood Education, Echolalia, *Exceptional Child Research, *Language Development, Language Instruction, Sign Language, *Total Communication

Following a review of the literature, the paper describes a total communication approach to the language development of a 4-year-old autistic child. It is explained that the child was videotaped while being trained to simultaneously use elements of American sign language together with the correct spoken word or words. Training procedures are described for nouns, verbs and noun-verb pairs. Among results analyzed are a drastic reduction of verbal echolalia, a marked increase in simultaneous vocal and signed labeling, an increase in umprompted vocal labeling, and increases in simultaneous vocal and signed telegraphic phrasing. Followup evaluation is noted to have shown a continued low level of echolalic production and continued high percentage of both prompted and unprompted vocal labeling. (CL)

ED 170 997 EC 115 206

Sommers, Paul A.

Medical Implications for the Education of Exceptional Children for Implementing P.L. 94-142.

Pub Date-Apr 79

Note-19p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session B-3)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Exceptional Child Research, *Handicapped Children, *Health Services, Individualized Programs, *Parent Attitudes, *Physicians

Identifiers-*Education For All Handicapped Children Act

The paper describes a systematic evaluation of medical health care services for exceptional children seen at the Comprehensive Child Care Center of the Marshfield Clinic (Wisconsin) from 1975-1976 and 1976-1977. Responses to questionnaires designed specifically for parents and for case coordinators are reviewed. It is explained that parents consistently gave higher ratings of satisfaction than case coordinators. Possible reasons for this finding are considered. Implications of P.L. 94-142, The Education for All Handicapped Children Act, for the physician's involvement in planning and developing individualized education programs are discussed. A delineation of the referral pattern to the center is explained to show that more than 85% of all referrals came from non-physician based organizations. The importance of accountability by providers of health care services is stressed. (CL)

ED 170 998 EC 115 207

Bautsch, John E.

Training Paraprofessionals to Work in Residential Settings with the Developmentally Disabled.

Pub Date-Apr 79

Note-8p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-9)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Colleges, Community Programs, *Developmental Disabilities, Higher Education, Residential Programs, Staff Improvement, Teaching Methods

Identifiers-*Paraprofessional Education, *Residential Facilities Worker Training Program

The paper describes the background and development of The Residential Facilities Worker Training Program, a 2-year degree program at Seattle Community College (Washington) to train staff persons to work in community based residential settings with developmentally disabled children, adolescents, and adults. Need for the program is discussed, certification efforts are reviewed, and the program's training design is described for five areas of competence: relevant background knowledge, interpersonal skills, remedial teaching skills, performance of observations, and performance of duties in supervised settings. The 2-year curriculum is summarized in terms of required courses, class hours, and credit hours. Among findings drawn from four quarters of the program's operation are that the students are already employed in the field of developmental disabilities, and are employed in a wide variety of settings. Future changes are noted. (CL)

ED 170 999 EC 115 208

Simek, Rona

An Investigation of the Relationship Between Specific Organizational Variables and Integration of Emotionally Disturbed and Neurologically Impaired Students.

Pub Date-Apr 79

Note-33p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session A-3)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrative Organization, Elementary Education, *Emotionally Disturbed, Exceptional Child Research, *Mainstreaming, Models, *Neurologically Handicapped, *Organization, Organizational Climate, Organizational Communication, *School Organization, *Systems Approach

The paper explores the relationship between specific organizational variables of four public elementary schools and the integration of

emotionally disturbed and neurologically impaired students into regular classes. It is explained that in a review of the literature concerning organizational variables and change, nine variables were selected for study: goal setting, adaptation, communication, leadership, decision making, human resource utilization, attitudes, morale, and cohesiveness. Using a naturalistic approach and a systems model, indicators of each variable are reported to have been obtained through observation, document search, and interviews. Results of comparison of data for integrated and non-integrated schools are examined, and variables which differentiated integrated from non-integrated schools at input (goal setting), thruput (communication, leadership, decision making, human resource utilization, and attitudes), and output (neither morale nor cohesiveness) are reviewed. Implications are discussed within the framework of the conceptual model. Among general conclusions drawn are that variables at the thruput level have the greatest relationship to integration as change and that variables which interface with the environment at the input and output levels have the weakest relationship. (CL)

Kopp, Katherine H. Vandever, Thomas R.

The Efficacy of a Computational Mathematics Monitoring System for the Minimally Handicapped Child.

Pub Date-Apr 79
Note-23p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session A-6)
Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educable Mentally Handicapped, *Error Patterns, *Exceptional Child Research, *Learning Disabilities, *Mathematics Instruction, Mentally Handicapped, Program Evaluation, *Summative Evaluation
Identifiers-*Computational Mathematics Monitoring System

The paper describes two experiments using the Computational Mathematics Monitoring System (CMMS) with mildly handicapped (educable mentally retarded-EMR and learning disabled-LD) students. In the first study, data is presented on the summative evaluation of the CMMS with 19 Ss. It is explained that evaluation results do not provide clear-cut support for the program, although experimental Ss made gains on the criterion referenced test in four basic math areas. The second study reports on the effects of CMMS on reducing systematic errors in the whole number operations of 36 LD Ss (10-15 years old). Results of the second study are seen to indicate that generalization was occurring in the reducation of systematic errors. Implications of the studies are said to show the effectiveness, to a limited degree, of the CMMS in reducing systematic errors. (CL)

ED 171 001 EC 115 210

Deno, Stanley L. Chiang, Berttram

An Experimental Analysis of the Nature of Reversal Errors in Children with Severe Learning Disabilities.

Pub Date-Apr 79

Note-15p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session A-6)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Childhood, Error Analysis (Language), *Exceptional Child Research, *Intervention, *Learning Disabilities, *Letters (Alphabet), *Neurology, *Perceptual Development

Identifiers-*Reversals

The paper examines the nature and remediation of reversal errors in five severely learning disabled boys (9-11 years old). Results of four phases (baseline and incentive conditions) are analyzed for timed and untimed performance of letter recognition. Among results cited are that for all Ss, errors in naming occurred with the letters p, d, b, and q, and not for the other letters. Data on the four letters are presented separately for two experiments. Results from both timed and untimed experiments are said to provide persuasive evidence that, in general, the reversal errors made by the Ss were easily manipulated. Findings are explained to support an educational rather than neurological explanation for reversals. Persistence of reversal problems is traced to assumptions by educators that the errors are neurological in origin and that direct intervention is unwarranted. (CL)

ED 171 002 EC 115 211

Kendall, William S.

The Learning Disabled Adolescent: An Overview of Affective Education and Career Development Practices.

Pub Date-Apr 79
Note-27p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session B-5)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, *Affective Behavior, *Attitudes, *Career Development, Exceptional Child Research, Humanistic Education, *Learning Disabilities, Mainstreaming, Secondary Education, *Self Concept, *Vocational Education

Thirty learning disabled (LD) students enrolled in secondary regular classes, 30 LD Ss in vocational training classes, and 30 LD Ss integrated in regular secondary classes and receiving additional assistance in learning resource centers were compared on measures of self concept and career attitudes. Results from the Attitude Scale of the Career Maturity Index and the Illinois Index of Self Derogation were analyzed, and significant differences were found among the means of the self concept and career attitude scores of the three groups. Self concepts of LD Ss in vocational training and learning resource centers were lower than that of regular class Ss. The learning resource group demonstrated lower career attitude scores than the vocational training and regular class Ss. Findings supported vocational training classes as the most efficacious in shaping career attitudes of LD adolescents. (CL)

ED 171 003 EC 115 212

Salenda, Spencer J.

Effects of Reinforcement Conditions on the Test Scores of Children Labeled Learning and Behaviorally Disordered.

Pub Date-Apr 79

Note-20p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session B-6)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Change, *Behavior Problems, Emotionally Disturbed, *Exceptional Child Research, *Income, *Learning Disabilities, Performance Factors, *Reinforcement, Social Reinforcement, Socioeconomic Influences, *Test Results

The effects of reinforcement conditions on the test scores of 15 middle income and 15 low income children labeled learning disabled and behaviorally disordered were assessed. A repeated measures design was used, with each subject tested under conditions of no reinforcement, immediate tangible reinforcement, and immediate social reinforcement. Results indicated that the test scores of the population studied can be significantly increased by reinforcement conditions. The superiority of either reinforcement condition over the other was not established. No significant income level reinforcement or income level reinforcement type interactions were observed. (Possible explanations of the nonsignificant findings are offered.) (Author/CL)

ED 171 004 EC 115 213

Jacobs, William R.

Televisional Diagnosis: Futurism in Psychometrics.

Pub Date-Apr 79
Note-13p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session B-6)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attention, Elementary Education, *Exceptional Child Research, *Learning Disabilities, *Performance Factors, *Television, *Testing

The effect of television on the performance of 20 learning disabled children (6-10 years old) was investigated. Television was employed as a means of presenting a formal diagnostic measure (the Visual Sequential Memory Subtest of the Illinois Test of Psycholinguistic Abilities). The subtest was administered via videotape by a fictional character designed to reduce test anxiety and increase attention on task. A two-way analysis of variance indicated that Ss performed significantly better when administered the subtest via the television format than via the typical testing format. Ss taking the subtest through the typical testing format showed behaviors suggesting less attention on task than Ss taking the subtest through the television format. (CL)

West, Terry Lee
Individualized Teacher Training for Mainstreaming Using a Computer Assisted Goal Setting Procedure.
Pub Date-Apr 79
Note-20p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session A-7)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Oriented Programs, *Exceptional Child Research, *Goal Orientation, *Handicapped Children, Higher Education, Individualized Programs, *Teacher Education
Identifiers-Goal Setting Procedure, Individualized Training Plans

The paper describes The Individualized Training Plans-Goal Setting Procedure (ITP) in which students training to be special education teachers interact with a computer in an individualized session to establish a prioritized set of training goals. The model is discussed, and four phases (relevance of each goal area, performance expectations and expectations for change, prioritization of training goals and budgeting of available training time, and a summary) are reviewed. Student reactions to the ITP are analyzed in terms of satisfaction, aspects liked least and most, and student teacher assurance of final competence. It is explained that the students were well satisfied with the procedure, more assured of their final competence, initiated contact for their advisement more often, and saw themselves as having grown more. (CL)

ED 171 006 EC 115 215

Hatley, Richard V. Whitworth, Jerry E.

A Comparative Analysis of Administrative Role Expectations by Regular and Special Education Personnel.

Pub Date-Apr 79

Note-57p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session A-7)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Background, *Administrator Education, *Administrator Qualifications, *Exceptional Child Research, Handicapped Children, Special Education

The report examines the state of the art in the preparation of special education directors and presents findings from questionnaires completed by personnel in 34 Kansas and 39 Missouri districts. Detailed ratings are provided for the importance of knowledge/training/experience on 24 aspects, including fiscal procedures, curriculum development and supervision, staff personnel selection, school law, collective negotiations, school/community relations, and legal issues of special education. Among conclusions drawn are that all categories of personnel have fairly consistent perceptions of the special education administrator's job, and that training in general administrative and special education processes is needed for preparation of a special education director. (CL)

ED 171 007 EC 115 216

Cronk, Mildred S.

Attitude Change Toward Trainable Mentally Retarded: Mainstreaming in Reverse''.

Pub Date-Apr 79
Note-14p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session A-8)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitudes, *Changing Attitudes, Elementary Education, *Exceptional Child Research, *Mainstreaming, Mentally Handicapped, *Peer Acceptance, Peer Relationship, *Student Attitudes, *Trainable Mentally Handicapped

An assessment was made of change in attitude toward trainable mentally retarded (TMR) students of 42 adults (members of the PTA Board and teachers of the experimental groups) and 127 children (in first, third, and sixth grades) as a result of special instruction and an integrated program. Regular class students in small groups were systematically integrated into a TMR class where they engaged in the same cognitive, motoric, and affective domain activities as TMR Ss, for the development of personal, social, and occupational skills. Among findings from administration of the Childrens Attitudes Survey were the following: children in the first grade showed highest percentages of negative response in expressing reluctance to want to play with TMRs, going to their classroom to work with them, and being afraid to play with them; nearly half the children in all grades thought TMRs used worse language than they did, but that not all TMRs used bad language; and about one-third of all groups felt they would be ashamed if they had a sibling who was like a TMR child. It appeared that the special activities program used with the experimental groups had some influence in changing the attitudes of the PTA Board members toward mental retardation and the mentally retarded at the TMR level, as well as the attitudes of the regular school children toward the TMRs in the TMR classroom. (SBH)

ED 171 008 EC 115 217

Hynd, George W. And Others

Attentional Bias and the Development of Cerebral Dominance in Normal and Learning Disabled Children.

Pub Date-Apr 79
Note-13p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session A-9)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attention, *Auditory Perception, *Cerebral Dominance, Elementary Education, *Exceptional Child Research, *Lateral Dominance, *Learning Disabilities
Identifiers-Dichotic Listening

The magnitude of the dichotic right ear advantage was assessed in 48 normal and 48 learning disabled (LD) children (mean age 8.3 years). Ss were matched according to age, sex, and handedness. An analysis of results indicated a significant right ear advantage in both the normal and LD children, but revealed no developmental trend for either group. Differences observed in the performance of LD and normal children may reflect variability in selective attention rather than differences in the degree of cerebral lateralization. Results suggested a need for reconceptualization of the causative factors affecting children with learning disorders and lent support to the notion that cerebral lateralization is not a developmental phenomenon. (Author/SBH)

ED 171 009 EC 115 218

Svobodny, Linda A.

Increasing Self Concept Through Outward Bound.

Pub Date-Apr 79

Note-22p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session B-9)

Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, Camping, Cognitive Development, *Delinquency, *Exceptional Child Research, *Intervention, Outdoor Education, Prediction, *Program Effectiveness, *Program Evaluation, Self Concept, Social Development

Identifiers-Outward Bound Programs

The study investigated the outcomes of two intervention programs for 60 male juvenile offenders (aged 13-17 years). Group I (30 Ss) were placed at a correctional camp facility modeled after the Outward Bound program, which incorporates a particular treatment concept designed to increase self esteem. Group II participants (30 Ss) were placed on probation within their home community. Pre- and post-treatment self concept scores were employed for both groups. Group I was given additional cognitive and social assessments. Research findings indicated that there was a significant difference in post-treatment self concept scores between Group I and Group II. The adjusted mean score for Group I was significantly higher than the adjusted mean for Group II. Group I made significant gains in self concept scores from pre-treatment to post-treatment assessment. Group II did not make significant gains. Investigation of the use of pre-treatment cognitive variables to predict post-treatment social adjustment scores for Group I revealed a significant proportion of the variance can be predicted. The single best predictor was pre-treatment arithmetic scores. (Author/SBH)

ED 171 010 EC 115 219

Martwick, Richard J. Svetich, Margot Schulz
Fiscal and Policy Management.
Pub Date-Apr 79
Note-21p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-3); Pages 11-18 have marginal print and may not reproduce well
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Policy, Contracts, *Delivery Systems, Educational Administration, Elementary Secondary Education, *Exceptional Child Services, Handicapped Children, *Public School Systems, *Severely Handicapped
Identifiers-*Illinois (Chicago)

The document describes Chicago's service contract system by which the public schools contract out to non-public facilities for services to meet the needs of the most severe, profound, and multiply handicapped children. Sections address the following project components: geographic area covered, size, and administration; financial accountability; facility characteristics and philosophies; and needs assessment to determine unmet problems of the students. Appended are materials which include a map of the educational service region of Cook County (Illinois), a chart of line and staff organization, sample needs assessment form, sample needs assessment graph, chart showing the program breakdown (including name of school, educational services provided, and type of service provided), and a sample Chicago regional program checklist. (SBH)

ED 171 011 EC 115 220

Zbinden, William R. Martwick, Richard J.

Accountability of Services.

Pub Date-Apr 79

Note-31p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-3)

Pub Type- Numerical/Quantitative Data (110) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Adjustment (to Environment), Communication Skills, *Contracts, Delivery Systems, *Educational Accountability, Educational Administration, *Educational Objectives, Elementary Secondary Education, Enrichment, *Evaluation Methods, Guidance Counseling, *Handicapped Children, Motor Development, *Program Evaluation, Self Help Programs, Staff Improvement

Identifiers-*Illinois (Chicago)

The project grant objectives for fiscal year 1978 for the Chicago Regional Project serving handicapped children are analyzed in relation to seven student related objectives and one facility staff related objective. Statistical data for objectives in the following areas are included: self help skills, motor development, communication skills, academic skills, adaptive/adjustment behaviors or Community Life Experiences, enrichment activities, guidance/management activities, and inservice workshop activities. Reported among the problems identified are that a different approach is needed to compare and contrast needs assessment with service delivery, an either-or decision must be made which does not account for all services rendered because some individual service contract objectives cut across more than one project grant objective, and higher standards of expectations and refinement of service contract writing need to be emphasized. (SBH)

ED 171 012 EC 115 221

Murray, Bertha S. Martwick, Richard J.
Service Contract, or a Communication Vehicle.
Pub Date-Apr 79
Note-17p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27 1979, Session T-3)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Contracts, *Delivery Systems, Elementary Secondary Education *Exceptional Child Services, *Handicapped Children, Program Evaluation

The paper describes a delivery system, the service contract, in which a non-monetary agreement is made between the Title I Project and the facility to provide services to exceptional students. It is explained that the service contract includes a problem statement (for example the classroom teacher needs demonstration and instruction for a sign language program''); behavioral objective (with information on the time limit, how the services will be delivered, what will be done, and how the services are evaluated); the specific activities; time requirement; and evaluation criteria. Procedures for service contract evaluation are explained in terms of the evaluation form. Five statements in support of the service contract system are given, including that specific time parameters increase motivation by facility staff and educational facilitator and that Title I burn out'' is minimized because of flexibility of time and contracts which prevent one person from being in the same facility all year. Sample forms completed for one service contract are appended. (SBH)

ED 171 013 EC 115 222

Haussmann, Stephen E.

Deinstitutionalization of Status Offenders: An In-School Suspension Project.

Pub Date-Apr 79
Note-9p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-10); The project was supported in part by a grant awarded by the State Crime Commission of Georgia
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Delinquency, *Discipline, *Educational Alternatives, Intervention, *Remedial Programs, Secondary Education, *Suspension
Identifiers-*In School Suspension Project

The document describes the In-School Suspension Project (ISSP), a program of the Northeast High School Complex in Macon, Georgia, which assigns students to in-school or in-house suspension rooms as an alternative to suspending juvenile delinquents/offenders out of school. The remedial strategy is reported to call for the cooperation of the county juvenile court and the department of human resources-youth services authorities in using ISSP as a referral device. It is stated that once a determination of suspension is made, a contact person for each school insures that all classroom assignments for the student are assembled and forwarded to ISSP along with a copy of the suspension notice. Another aspect of the remedial strategy is reported to include individualized instruction for each student. Three main advantages which have resulted from the use of the ISSP are listed: (1) students are counted as present in school while assigned to ISSP and thus the schools benefit from an increased ADA; (2) as students are required to complete all assignments before release, they keep current on their regular class work and are often able to move ahead of their classmates in work completed; and (3) students in ISSP are not "on the streets" associating with other youth and thus the likelihood of their contact with juvenile offenders is decreased. (SBH)

Prieto, Alfonso G. McCoy, Kathleen

Perceived Roles and Educable Mentally Handicapped Minority Students.

Pub Date-Apr 79
Note-20p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-20)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educable Mentally Handicapped, Elementary Education, Exceptional Child Research, *Labeling (of Persons), Mentally Handicapped, *Mexican Americans, Minority Groups, *Racial Factors, *Self Concept, *Teacher Attitudes

The study involving 16 male Mexican American students and 16 Anglo students (10-12 years old) who had been categorized as educable mentally handicapped (EMH) was conducted to examine the relationship between special education labels and race, and student and teacher perception on scores of the Modified Bem Sex-Role Inventory (BSRI). The teacher was first asked to rate a student on his/her perception of the student, and students were then asked to rate themselves. Findings were summarized into the following points: (1) teachers' perceptions of normal students are very similar regardless of race; (2) EMH students are perceived differently than normal students by teachers and teachers also differ in their perceptions of Chicano EMH and Anglo EMH students; (3) normal Chicano students and normal Anglo students share common perceptions of themselves; and (4) Anglo EMH students perceive themselves to be very much like the normal students. The Chicano EMH students however, perceive themselves very differently than do normal Anglo, normal Chicano, and EMH Anglo students. (Graphs showing statistical data are included.) (SBH)

ED 171 015 EC 115 224

Zucker, Stanley H. And Others

Racial Determinants of Teachers' Perceptions of Placement of the Educable Mentally Retarded.

Pub Date-Apr 79
Note-10p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-20)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cultural Differences, Discriminatory Attitudes (Social), *Educable Mentally Handicapped, Exceptional Child Research, Mentally Handicapped, *Mexican Americans, Minority Groups, Primary Education, *Sex Differences, *Student Placement, *Teacher Attitudes

In the study involving 180 second and third grade teachers the effect of a student's sex or race on recommendations for placement in special classes for the educable mentally retarded was determined. Ss were randomly assigned to one of four groups: Group 1 received a case study depicting an Anglo-American male; Group 2 received a case study depicting an Anglo-American female; Group 3 received a case study depicting a Mexican-American male; and Group 4 received a case study depicting a Mexican-American female. It was found that regardless of the sex of the child, teachers scored special class placement more appropriate for Mexican-American children than they did for Anglo-American children. (SBH)

ED 171 016 EC 115 225

Kukla, Deborah Connolly, Theresa Thomas

Assessment of Auditory Functioning of Deaf-Blind Multihandicapped Children.

South Central Regional Center for Services to Deaf-Blind Children, Dallas, Tex.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Apr 79

Note-122p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-27)

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Auditory Tests, Aural Learning, *Deaf Blind, *Evaluation Methods, *Multiply Handicapped, *Student Evaluation, *Teaching Methods

The manual describes a procedure to assess to what extent a deaf-blind multiply handicapped student uses his residual hearing in the classroom. Six levels of auditory functioning (awareness/reflexive, attention/alerting, localization, auditory discrimination, recognition, and comprehension) are analyzed, and assessment activities are detailed for each level. For each activity, information is provided for expected child behavior, materials, and procedure. Included among 17 appendixes are a list of calibrated toys; information on sound levels in different environments, causes of sensori-neural loss, an analysis of relative intensity of vowels and consonants, a discussion of educational implications of hearing loss, a parent's guide for hearing aid trouble shooting, and a review of formal auditory assessments and their applicability to deaf-blind children. (CL)

ED 171 017 EC 115 226

Hetrick, Ethel W.

Visual-Motor Abilities of Slow Learners.

Pub Date-Apr 79

Note-14p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-31)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, Elementary Secondary Education, *Exceptional Child Research, *Intelligence Level, Intelligence Quotient, *Psychomotor Skills, *Rural Urban Differences, *Slow Learners

The Bender Gestalt protocols of 134 rural and 140 children (6-18 years old) found to have IQ scores in the slow learner range (IQ 70-84) were compared. The Bender Gestalt Test, used in psychoeducational evaluation to determine eligibility for special education placement, was administered to determine Ss' level of visual motor skills. Rural slow learners performed significantly below their mental ages more frequently than urban slow learners. Rural and urban slow learners performed developmentally below chronological ages (CA), but similar to mental ages (MA) until CA 10 years (MA 8 years). At this point urban slow learners appeared similar to MA expectations, but a significant number of rural slow learners performed below expectations. After CA 14 years (MA 11 years) the differences between the urban and rural groups, however, were not significant. (Tables with statistical data are appended.) (Author/SBH)

ED 171 018 EC 115 227

Virbickis, Joseph A.

The Classroom Adaptation Scale: A Behavior Rating Scale Designed to Screen Primary Grade Children for School Adaptation Problems.

Pub Date-Apr 79

Note-49p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-31)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adjustment (to Environment), Aggression, *Behavior Problems, *Behavior Rating Scales, Classrooms, Emotional Adjustment, Emotionally Disturbed, Learning Difficulties, Primary Education, *Screening Tests, *Student Research, Teachers, *Test Construction, *Test Validity

Identifiers-*Classroom Adaptation Scale

After a brief historical review of the background and research, the paper focuses on development of a teacher-administered behavior rating scale to screen for school adaptation problems on a large scale basis using as Ss 15 primary grade teachers and their ratings of 315 primary grade children (ages 6-to-10 years) in their classes. A 16-item Classroom Adaptation Scale (CAS) (developed from previous research) included ratings for aggression, emotionality, learning problems, and total score. The AML Behavior Rating Scale (P. Bessier and P. Van Fleet) scored aggressive-outgoing (A), moody-internalizing (M), learning disability (L), and total score. The CAS and the AML were used along with a demographic questionnaire to test the validity of the CAS. Results were generally positive with each subscale of the CAS relatively non-overlapping and stable; the learning problem and aggression subscales were more homogeneous and stable than the emotionality subscale. It was determined that the CAS can provide an adequate global measure of school maladaptation. The instrument was also found to be highly reliable and have convergent validity as related to the AML. (PHR)

ED 171 019 EC 115 228

Stevenson, Lillian P.

WISC-R Analysis: Implications for Diagnosis and Educational Intervention of LD Children.

Pub Date-Apr 79

Note-33p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-31)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attention Span, *Cognitive Style, Educational Diagnosis, Elementary Secondary Education, *Exceptional Child Research, *Identification, *Intelligence Tests, *Learning Disabilities

Identifiers-*Wechsler Intelligence Scale for Children Revised

The study investigated the functional patterns of intellectual performance on the Wechsler Intelligence Scale for Children-Revised (WISC-R) of 55 children (ages 5-to-18 years) referred to a child center to determine if the WISC-R profiles could help identify the children as learning disabled. Secondarily the study utilized the factor-score approach in terms of clusters of subtests to ascertain if functional differences in learning styles exist. Results indicated that there were no differences between the study group when compared to normative data using the WISC-R standardization population as a reference. Of the three subtests examined (verbal-comprehension, analytic-field-approach, and attention-concentration) the attention-concentration factor was the lowest mean factor score for the study sample. It was concluded that attentional difficulties appear to play a central role in the learning problems of the sample studied. (PHR)

ED 171 020 EC 115 229

Wallick, Mollie Marcus Boudreaux, Mary Verlander

Bernie: Parts I Pub Date-Apr 79

Note-30p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-33)

Pub Type- Speeches/Meeting Papers (150) Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Ability, *Autism, *Behavior Change, Elementary Education, *Exceptional Child Research, *Intervention, Preschool Education, Self Care Skills, Special Education, *Teaching Methods, Therapy, *Total Communication

Two teachers recount the 2 years they each spent teaching an autistic 9-year-old boy named Bernie. The first teacher reviews Bernie's life history, reporting the facts of his birth and followup examinations which revealed no medical abnormality. The teacher then describes her work with Bernie at the Therapeutic Nursery School. After an initial adjustment period, Bernie is described as beginning to accept contact, and allowing such activities as having his stomach rubbed and gentle blowing on his neck and face. It is explained that the major successful intervention therapy used was simultaneous communication, which was introduced in the second year. This approach, introduced after eye contact had been established, is described as having a remarkable impact on Bernie's speech. The second teacher elaborates on the subsequent 2 years in which Bernie's education continued at a public elementary school in a class for autistic children. The class setting and procedures are outlined and the development of self care and academic skills is explained. Behavior modification techniques to control such behaviors as tantrums and hand flapping are discussed. The use of simultaneous communication, which had been continued from the nursery, was now eliminated it is explained. The teacher records that Bernie began to read and do simple math. (PHR)

ED 171 021 EC 115 230

Hodgson, Jan G.

Detailed Overview of the Methods Used in a Specific Autistic Class and Longitudinal Case Study of One Autistic-Like Child.

Pub Date-Apr 79
Note-28p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-33)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Autism, *Behavior Change, Communication Skills, Contingency Management, Developmental Stages, Elementary Education, Exceptional Child Research, Individual Characteristics, Individualized Programs, Parent Participation, *Reinforcement, Social Relations, *Speech Communication, *Teaching Methods, *Total Communication

The paper presents an overview of the methods used in a class for autistic children (ages 4-11 years) and reports on a longitudinal case study of an autistic 11 year-old girl. Autistic characteristics, such as poor eye contact and insensitivity to pain, are outlined. The author explains that the program emphasized teaching basic communication skills, the internalization of behavior control and appropriate social interaction. After an observation period, the author describes the

intervention hierarchy, which ranges from simple time-out'' to tantrum hold''. The development of an individualized program and contingency management is explored. The steps in the language program are presented and the involvement of parents is stressed. Techniques for fostering social interaction are examined and an outline of the daily schedule is provided. The development, physical, mental, and social, of an 11-year-old girl, Dawn, is recounted. The author explaines that Dawn was 9 1/2 years old before she was placed correctly in a class for autistic children. Through the use of reinforcement, the author discusses the gradual establishment of rapport with the child. Correct speech is described as a primary goal and the techniques for developing good speech are examined. (PHR)

Cole, Martha

Language Training for the Non-Verbal or Language Delayed Child.

Pub Date-Apr 79

Note-9p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-35)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Discrimination Learning, *Expressive Language, Feedback, *Language Handicapped, *Learning Disabilities, *Receptive Language, Reinforcement, Syntax, *Teaching Methods, *Verbal Development

Language training for the non-verbal or language delayed child should utilize feedback to reinforce correct responses and should closely follow the syntactical development of normal children. The two basic areas of language training are receptive and expressive. Receptive language training includes attending and responding, following single phase directions, and teaching abstract language concepts. The five steps in teaching language concepts are: (1) identify the concept to be taught, (2) determine critical and non-critical attributes of the concept, (3) identify examples and non-examples of the concept, (4) present the examples and non-examples, and (5) teach the child finer and finer levels of discrimination. Expressive language includes the child's use of phonemes, morphemes, syntax, and semantics. The language delayed child's deficit must first be determined and then a program involving control of the physical surroundings, reinforcement, and monitoring must be implemented. (PHR)

ED 171 023 EC 115 232

Kemnitzer, Ronald B. Williams, Ronald R.

People, Things, and Places for Young Children. Selecting Toys for Handicapped Children Pub Date-Apr 79

Note-31p.; Papers presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-56)

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Equipment Evaluation, *Handicapped Children, *Playgrounds, Recreational Facilities, *Toys

The two papers focus on methods of selecting toys for handicapped children and options in playground equipment for this population. The qualities of a good toy, such as stimulation and safety, are examined. The author discusses various considerations in selecting toys for different handicaps; for example, toys for visually impaired children should employ bold graphics in non-glaring, high contrast colors. The use of other sources of play value, such as baths and textures of materials used in the home, is explored. The second paper reviews the considerations in choosing playground equipment, which include cost, space, users' abilities, availability, selection, and alternatives (if nothing suits). The author comments on nine types of playground equipment: swings, horizontal ladders, whirls, sand areas, climbers, balance beams, swinging bridges, slides, and tunnels; and presents a matrix to facilitate correct choice of equipment for individual needs. (PHR)

Cormack, Elizabeth O.

Considerations for Integration of Physically Handicapped and Non-Handicapped Preschool Children.

Pub Date-Apr 79
Note-15p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-59)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adjustment (to Environment), Blind, Cerebral Palsy, Congenitally Handicapped, Developmental Stages, *Educational Experience, *Environmental Influences, *Mainstreaming, *Peer Influence, *Perceptual Motor Learning, *Physically Handicapped, Preschool Education, Social Experience
Identifiers-Spina Bifida

Eight physically handicapped (blind, spina bifida, cerebral palsy, or genetic defect) preschool children and eight children with normal sensory motor abilities (mean age of both groups 3 1/2 years) participated in a preschool demonstration project designed to promote equal educational and social experiences in an integrated preschool through the use of environmental adaptation and multisensory media. Independent mobility, developmental skill levels, and number and quality of peer interactions were measured. The surroundings were designed to promote independent mobility and peer interaction and included a number of sitting and working options, such as bolsters, and carpet squares, as well as floor level easels and tables of various shapes and heights.

Results of the assessment indicated increased social interactions, accelerated developmental rates, and improved independence. (PHR)

ED 171 025 EC 115 234

Anderson, Ruth B.

Rural Education for the Gifted: Activities at the University of Maine at Presque Isle.

Pub Date-Apr 79

Note-15p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-75)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Creative Activities, *Curriculum Development, Geography, *Gifted, Identification, Individualized Programs, Resource Centers, *Rural Education, Workshops

Identifiers-*University of Maine Presque Isle

Programs and courses about the gifted in rural areas have been offered by the University of Maine at Presque Isle since 1973. Activities (such as designing and building rockets, play writing and producing, and park design) and workshops have been held for and about the gifted. One of the problems with programs for this population is that they are spread over such a wide geographical area that it is difficult to provide adequate educational facilities and faculty. Funding is another problem, as public support is traditionally for the disadvantaged, while leaving the gifted to "make it on their own". One solution is a concentration on individualized programs since separate classes cannot be supported. A regional resource center would also facilitate the exchange of materials and other resources. The two main tasks are the identification of the gifted and the development of curriculum for these students. The university is considering a program of gifted education or a gifted minor in special education as methods of training teachers for the needs of the gifted. (PHR)

ED 171 026 EC 115 235

Hunsaker, Don Sigler, Gary

Competency Based Field Training for the Certification of Rural Teachers.

Eastern Washington State Coll., Cheney.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation

Pub Date-Apr 79

Grant-OEG-0-77-603117

Note-9p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-64)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Consortia, *Curriculum Evaluation, *Handicapped Children, Instructional Programs, *Performance Based Teacher Education, Professional Associations, Responsibility, School Districts, *Special Education, State Legislation, *Teacher Certification, *Teacher Education

As required by state law, a consortium was developed by Eastern Washington University (consisting of the training institution, 10 school districts, and their professional organizations) whose responsibilities were the development of competencies for special education teacher training, supervision of teacher training programs, and evaluation of candidates for special education. Among competencies selected for the curriculum were knowledge and understanding of the nature, needs, and problems of specific groups of handicapped children, and knowledge and competence in the development, organization, and evaluation of instructional programs for handicapped children. Tenets of the program included field training convenient to rural teacher populations and selection criteria based on teaching assignment, teaching location, current education knowledge, and recommendation of the director of special education in the district. Courses were assembled by grouping competencies that were related. At the conclusion of the 2-year project each student met with his/her advisor and a committee for evaluation; in cases where certification was not awarded mutual agreement was reached for completion of the competencies. (PHR)

ED 171 027 EC 115 236

Roddy, Eugene A.
Teacher'' the Forgotten Component of the IEP.
Pub Date-Apr 79
Note-14p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-86)
Pub Type - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), Coping, Emotional Adjustment, Federal Legislation, *Handicapped Children, Health, Individualized Programs, *Stress Variables, *Teacher Attitudes, Teacher Role
Identifiers-Education for All Handicapped Children Act

The problems of teachers as they deal with the rapid changes brought about by Public Law 94-142 (Education for All Handicapped Children Act) and other legislation have largely been ignored. The teaching profession is considered one of the most potentially stressful occupations in the world (along with air traffic controllers and surgeons). While good mental health is essential, research reveals that many cannot cope with the stress of their profession and burnout'' (a response to unchecked stress) is occurring. Burn-out can range from short-lived fatigue to physical ailments such as chronic back pain and ulcers. Teachers become physically, emotionally, and attitudinally exhausted. In a survey of teachers, 84% responded that they believed there are health hazards in teaching, with stress pinpointed as the major force affecting their health. The concept of an individualized educational plan has led many parents to believe that prior to P.L. 94-142 there were no specific goals, often placing teachers in adversarial roles which only increase their sense of frustration and isolation. (Author/PHR)

ED 171 028 EC 115 237

Bensky, Jeffrey M. And Others
P.L. 94-142 and Stress: An Analysis and Direction for the Future.
Pub Date-Apr 79
Note-16p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-6)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Exceptional Child Research, *Federal Legislation, *Handicapped Children, Job Satisfaction, Questionnaires, *Resource Teachers, *Special Education Teachers, *Stress Variables, Teacher Attitudes, *Teacher Role
Identifiers-*Education for All Handicapped Children Act

One hundred thirty-six teachers enrolled in special education courses responded to a questionnaire which focused on stress in relationship to compliance with the mandates of Public Law 94-142 (Education for All Handicapped Children Act). The teachers were divided into three groups - special education teachers, resource room teachers, and regular classroom teachers. The results have implications for administrators, educators, and parents/community. Among findings were that special education teachers tend to experience less stress, that the increased frequency of meetings mandated by P.L. 94-142 has increased the amount of stress experienced by special education teachers in compliance with the law, that the presence of clear role expectations greatly reduces stress, and that the more satisfied a teacher is in the professional role the less stress is experienced. Other findings indicate that assessment/diagnosis is the most stressful activity for both regular classroom and resource room teachers; while writing individualized educational plans and due process paper work were rated as low stress factors. (Author/PHR)

ED 171 029 EC 115 238

Rafferty, Bernard F.

Special Education for the Children of Our Cities - Philadelphia.

Pub Date-Apr 79

Note-14p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-5)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Needs, *Educational Problems, Elementary Secondary Education, *Federal Legislation, *Handicapped Children, Private Schools, *Public Schools, State Legislation

Identifiers-*Education for All Handicapped Children Act, Pennsylvania (Philadelphia)

There are a number of ramifications of Public Law 94-142 (Education for All Handicapped Children Act) and state legislation for the education of handicapped children in Philadelphia, Pennsylvania. Classes for the learning disabled were formed for the first time at the secondary level. Many private schools were forced to close because public schools were now providing classes meeting the needs of the handicapped students. Teacher transfer in compliance with teacher desegragation guidelines have caused problems as has the question of teachers receiving payment for attendance at individualized instructional plan meetings held outside the regular working day. Lay-offs in the school system caused a work-to-rule action which forced an issue of who was responsible for certain functions in the care of the handicapped. Transportation has been inadequate since the public school system took responsibility for the busing of its handicapped population. Funding these mandates has fallen far behind and a number of lawsuits are pending. (PHR)

ED 171 030 EC 115 239

Byrnes, MaryAnn

Student Participation in Educational Planning.

Pub Date-Apr 79

Note-9p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-45)

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Planning, *Educational Responsibility, *Learning Difficulties, *Parent Participation, Self Esteem, *Teacher Participation

Student participation in educational planning is important for the child, his parents, and teachers. Parents are often reluctant to inform their children when they are in academic trouble, either because they fear their child will lose self esteem or won't understand the information, or because partners often want to avoid the issue. These reasons for not sharing educational information with a child are usually well intentioned but may hurt, rather than help, the child. When honesty is absent children often sense the truth and are confused, sometimes feeling that a subject too taboo to be discussed must indeed be awful. Teachers are sometimes unwilling to take on a task they feel is rightfully the parents' responsibility, and feel caught in the middle. Experience has shown that when children are told openly of their educational problems they generally respond initially with silence, but later are able to open up and discuss future plans to remedy the problems. This involvement gives the child an opportunity to see that the situation is not hopeless and that he/she is not blamed. Often the children themselves come up with some of the best solutions to learning difficulties. (PHR)

Ardi, Dana Palmer, Glenda U.

Access to Higher Education: Mainstreaming on the Campus.

Pub Date-Apr 79
Note-21p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-81)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Access to Education, Admission Criteria, *Architectural Barriers, Building Design, Campus Planning, Equal Education, *Federal Legislation, *Handicapped Children, Higher Education, Learning Disabilities, *Mainstreaming, Models, Physically Handicapped, Special Services
Identifiers-*Education for All Handicapped Children Act, Rehabilitation Act 1973

Recent legislation, notably Public Law 94-142 (Education for All Handicapped Children Act), has mandated mainstreaming of the handicapped in educational settings, including the college and university campus. Section 504 of the Rehabilitation Act of 1973 also requires colleges and universities to accept qualified applicants regardless of handicap. The key concept of Section 504 is the principle of access, that is, physical access must be provided by each institution of higher learning. There has been a wide variety of response to this mandate, including such architectural modifications as building ramps, curb cuts, lowering of telephones and water fountains, and wider entrances. Special services and programs are being offered, including brochures and college catalogues describing special programs; personal, vocational and para-medical counseling; and interpreters for the deaf. Changing misconceptions about the abilities of the handicapped is an important step in mainstreaming this population. Funding for these changes is another major concern of college and university administrators which can be handled by setting up timetables for the needed changes and seeking cost-effective solutions to topographical and architectural barriers. Some handicaps, such as learning disabilities, require academic planning and course modifications. The three major models being used by most universities for delivery of services to the handicapped are: a highly centralized, complete, and direct service program, a highly coordinated, and decentralized program; and a loosely coordinated program. (PHR)

ED 171 032 EC 115 241

Kaldor, Kay

The Effectiveness of Academic Planning as a Means of Control with Emotionally Handicapped Children.

Pub Date-Apr 79

Note-16p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-4)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Change, Change Strategies, *Educational Planning, *Emotionally Disturbed, *Program Effectiveness, *Student Behavior, Teaching Methods

Effective academic planning which considers the child's behaviors and skills can be used to manage the inappropriate behaviors of emotionally handicapped children. Academic planning is especially effective when used in combination with behavioral management techniques. Using the child's behavior to determine appropriate tasks and to determine the sequencing of tasks can work (along with positive behavioral techniques) to eliminate inappropriate behaviors and establish more appropriate ones. It is also important to develop plans that are skill oriented and provide varied materials which consider the child's needs. Modification of commercial materials often makes them more acceptable for this population. By using all of these techniques simultaneously emotionally handicapped children make significant progress both academically and behaviorally, and self confidence is increased. (Author/PHR)

ED 171 033 EC 115 242

Gardner, Peter J.

An Overview of the Life Space Interview Technique.

Pub Date-Apr 79

Note-10p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-67)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Behavior Problems, *Counseling, *Emotionally Disturbed, *Emotional Response, Interaction, *Interviews, *Student Teacher Relationship

Identifiers-*Life Space Interview

The life space interview, in which a teacher (or other important member of the child's world) interacts with a student in terms of the student's direct life experience in order to set boundaries and appropriate actions, is an effective technique for structured interaction with adolescents with severe behavior disorders. In order to facilitate the life space interview there are two categories of objectives - the clinical exploitation of life events and emotional first aid. The following are five specific objectives of clinical exploitation: reality rub in, which helps the student verbalize the acutal flow of events; symptom estrangement, which provides evidence of past achievement; massaging value areas, which encourages those value areas that are still intact; new tool salesmanship, which uses past positive life experience to promote alternative reactions to given situations; and self acceptance, which recognizes appropriate actions. Among the specific objectives of emotional first aid are assistance while a student drains off frustration; support for the management of fury, panic, and/or guilt; and maintenance of communication during difficult periods. Timing and relevancy are also important considerations. (PHR)

ED 171 034 EC 115 243

Gentry, Ruben

The Mini Course: A Delivery Approach for Training Inservice Personnel in the Education of the Handicapped.

Pub Date-Apr 79
Note-14p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-70)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Diagnosis, *Educational Programs, Federal Legislation, *Handicapped Children, Higher Education, *Inservice Teacher Education, Mainstreaming, Paraprofessional Personnel, *Performance Based Teacher Education, *Short Courses, Teacher Attitudes
Identifiers-Education for All Handicapped Children Act, Jackson State University MS

An inservice mini course training program at Jackson State University was designed to prepare educational personnel for teaching mainstreamed handicapped children as mandated by Public Law 94-142 (Education for All Handicapped Children Act). The mini course approach was selected as it is of short duration and is widely preferred by teachers. Among arrangements which must be made in preparation for the mini course are conducting a needs assessment, selecting instructors, and making plans for follow up on program participants. Priority was given to teachers in the eight countries surrounding the university which sponsored the program. Courses were held for regular educators and support personnel and also for paraprofessionals. Competencies, related to such areas as assessment techniques and remediations programs were selected. The courses ran for 2 weeks with a minimum of 48 hours of instructional supervision required for course credit. The instructional design followed a diagnostic, prescriptive, teaching-involvement, evaluation approach. Post test assessment of the participants' attitudes found that their attitudes were more favorable toward the handicapped following the course. (Author/PHR)

Riddick, Thomas W. Mesinger, John F.

Adventure Bound: Meeting the Needs of the Disturbed/Delinquent Adolescent.

Pub Date-Apr 79
Note-19p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-4)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, *Behavior Change, *Delinquency, *Discovery Learning, *Emotionally Disturbed, *Experiential Learning, Individualized Programs, Objectives, Physical Activities, *Residential Programs, Secondary Education, Therapy
Identifiers-*Adventure Bound

Adventure Bound is a residential program for disturbed/delinquent adolescents designed to promote self discovery through physical activities that are demanding and stressful. The underlying theory of Adventure Bound is that many of the principles of Outward Bound can be modified and utilized in programs for delinquents. The initial 2-year program involved 12 boys (13-17 years) who were all wards of the state. The program provides for an individualized treatment plan composed of both instructional and behavioral objectives. Funding for the program is the responsibility of the referring agency. Staffing for the program was initially underestimated and is now, with the help of volunteers and CETA personnel, at a 1-to-1 ratio. The structure is a blend of such philosophies as behavior modification, emotive therapy, and the Achievement Place philosophy. The cottage setting provides the evaluation structure around which the total therapeutic community functions. Community members take part in the decision-making and each has a vote at the weekly meetings. Of the 12 students admitted during the first year, 5 remain in the program, 2 graduated, and 5 were discharged as inappropriate for continuation in the program. (PHR)

ED 171 030 EC 115 245

Simpson, Robert G.

Resolving Issues Relevant to the Education of Secondary School Aged Youth with Behavior Disorders.

Pub Date-Apr 79

Note-8p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-39)

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Behavior Problems, *Curriculum Development, Delivery Systems, Discussion Groups, Emotionally Disturbed, *Intervention, Mainstreaming, *Parent Participation, Secondary Education, *Workshops

The article provides a format for a workshop in which three issues which must be resolved by educators of secondary aged students with behavior disorders are discussed. The three issues to be addressed are: (1) determination of appropriate curriculum emphasis, (2) parent training/involvement in intervention strategies, and (3) criteria for determination of the appropriate educational delivery system and the least restrictive environment for behaviorally disordered students at the secondary level. The workshop participants are divided into small study groups each of which receives a study sheet with a brief sample problem situation designed to provoke discussion and a set of study probes designed to focus on potential solutions to each of the three issues. Following the small group discussions, a general discussion enables each participant to hear solutions proposed by other groups. (PHR)

ED 171 037 EC 115 246

Garrett, Geraldine H. And Others

PROJECT TREAT: An Inter-Agency Approach to Serving Severely Emotionally Disturbed Children in a Public School Setting and Sequoyah Mental Health Center.

Pub Date-Apr 79

Note-46p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-70)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adolescents, *Agency Role, Behavior Patterns, Classroom Techniques, Community Agencies (Public), Curriculum Development, Educational Diagnosis, *Emotionally Disturbed, *Interagency Coordination, Mainstreaming, Mental Health, Public Schools, *School Community Relationship, Special Education, Staff Improvement, Training Techniques

Identifiers-*Project TREAT

Six papers exploring Project TREAT (an alternative for the treatment of emotionally disturbed children) are presented. The first Project TREAT and the Memphis City Schools Mental Health Center'' (J. Paavola). The paper outlines the services provided by the center and explores methods of classroom management used by the city schools along with information on staff development and the counseling and therapy which the city provides. An Historical Perspective of the Involvement of the Sequoyah Center'' (T. Rhem) describes the Tennessee Re-Education program (training program for teacher/counselors) and lists the six biases under which it functions. The author examines the influence of behavior modification and learning disabilities on teacher/counselor training. Teaching Techniques for Emotionally Disturbed Children in Project TREAT'' (C. Randalls and G. Dean) discusses assessment, curriculum, class and behavioral structure, and the least restrictive environment. Project TREAT: Special Education Division Memphis City Schools'' (G. Garrett) explores the relationship of the city schools to the project. A Teacher Education Course Module: Matching Teacher Style, Program Strategies, and Developmental Behaviors'' (H. Rich) elaborates on methods used to facilitate learning. Community Agency'' (E. Montague) clarifies the interactions of three disparate agencies in the success of Project TREAT. (PHR)

ED 171 038 EC 115 247

Konopasek, Dean E.

Educational Programming at Alaska Psychiatric Institute.

Pub Date-Apr 79

Note-12p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-37)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Change, *Behavior Problems, Curriculum, Elementary Secondary Education, *Emotionally Disturbed, Individualized Programs, Operant Conditioning, *Psychiatric Hospitals, *Residential Programs, *Residential Schools, Student Evaluation

Identifiers-*Alaska Psychiatric Institute

The background, organization, and operation of the Alaska Psychiatric Institute (API), a residential program for behavior disordered and emotionally disturbed children and adolescents, are described. Components of the educational program at API, including academic and social assessment, individual education plans, and elementary and secondary curricula are described. A behavior modification and monitoring system which uses a token economy approach is analyzed. The elementary curriculum is said to consist of six academic subject areas, while the thrust of the secondary curriculum is explained to be geared to functional survival skills in the community. Public school involvement with API is discussed, and the importance of students' reintegration is stressed. (CL)

ED 171 039 EC 115 248

Wood, Constance D. And Others

The Ima Hogg Therapeutic School Individualized Education, Behavioral Management in the Classroom and Psychotherapy for the Emotionally Disturbed and Behaviorally Disordered Child.

Pub Date-Apr 79

Note-31p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session [illegible]-53)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Change, *Contingency Management, Educational Programs, *Emotionally Disturbed, Intervention, Operant Conditioning, *Psychotherapy, *Residential Schools

Three papers discuss aspects of The Ima Hogg Therapeutic School for emotionally disturbed children. The first paper addresses the school's behavior development and management system, which rewards self management with freedom in physical activity and uses individualized target behaviors designed to increase the child's acceptable social functioning and to extinguish antisocial behaviors. In the second paper, the school's psychotherapy program (individual and family-oriented) is described, with special emphasis on play therapy. A case study is provided to illustrate the therapeutic process. The final paper presents an overall view and analysis of the school's future plans. Among aspects considered are criteria for admission, staff roles, team coordination, treatment plan review, and services to other school districts. (CL)

ED 171 040 EC 115 249

Swain, Caroline H.

The Agony and the Ecstacy: The Teacher of Emotionally Handicapped Adolescents in a Residential Treatment Setting.

Note-8p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-63)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Emotionally Disturbed, *Residential Programs, Teacher Attitudes, *Teacher Role

Identifiers-Getzels Guba Model of Behavior

The paper describes the residential treatment program at Daniel Memorial, a private agency for 24 emotionally troubled adolescents. Students are said to live on campus for 5 days and return home on weekends. The role of the teacher is focused on, and the Getzels-Guba model is used to picture the organizational areas of conflict or congruence for the teacher. Attention is paid to conflicts in role expectations and the need for role clarity on an interdisciplinary team. Conflicting needs of the individual, the relationship between the agency's expectations and the employee's needs and resulting job satisfactions or dissatisfactions are also discussed. The Getzels-Guba model is explained to be useful in predicting areas of potential difficulties, describing and interpreting natural interactions, and serving as a diagnostic tool. (CL)

Kinnison, Lloyd R. And Others

Needed a Team Approach: Providing Programs for Handicapped Learners in Vocational and Technical Education.

Pub Date-Apr 79
Note-19p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-25)
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors *Handicapped Children, *Individualized Programs, *Interdisciplinary Approach, Job Skills, School Psychologists, Secondary Education, Special Education Teachers, Task Analysis, *Teaching Skills, *Technical Education, *Vocational Education, Vocational Education Teachers

The paper specifies competency domains for multidisciplianry teams involved in vocational and technical education for handicapped secondary learners. Six competency domains (including collaborating with other professions and parents in the student assessment process and identifying available assessment instruments) are listed, and 10 common skills and knowledges for all team members are set forth. specific skills and knowledges are then listed for secondary special educators, school psychologists, and vocational educators. The authors provide an occupational analysis of the area of carpentry (residential construction and a task analysis of rough framing) for the development of an individual educational plan. The authors conclude that changes must be made immediately and suggest that inservice programs be initiated to develop competencies necessary for educating handicapped learners in vocational and technical education programs. (CL)

ED 171 042 EC 115 251

Kindred, Elizabeth M.

Mainstreaming Teenagers with Care!

Pub Date—Apr 79

Note-16p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-25)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aurally Handicapped, Hard of Hearing, Individualized Programs, *Mainstreaming, Parent Role, Peer Relationship, Secondary Education, Speech Therapy, Student Characteristics, *Success Factors, Teacher Role

The paper reports on a program for mainstreaming acoustically handicapped high school students. Among aspects discussed are criteria for success in mainstreamed programs, itinerant speech therapy services individualized education programs, and support staff (counselors) roles and functions. The scope of orientation sessions for regular class teachers is described. Seven characteristics of successfully mainstreamed students are listed (e.g., self motivation, good study habits, and high-average or high scholastic ability). Among advantages ascribed to mainstreaming are elimination of bias and misconceptions about hearing impairment and increased socialization. The author praises the parents' interest, involvement, and helpfulness in cooperating with the school program. (CL)

ED 171 043 EC 115 252

Moody, Janet B. Bozeman, Rhoushelle

Integration and Mainstreaming of Communicatively Disordered Children.

Pub Date-Apr 79

Note-13p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-2)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Instructional Materials, *Language Handicapped, *Mainstreaming, *Success Factors, Teaching Methods, Verbal Learning

The paper presents an overview of the factors involved in providing successful mainstreaming experiences to severely language disordered (SLD) children. Among aspects considered are individualization, behavior management procedures, independent problem solving and decision making, group test taking skills and experiences, social emotional growth, independent living skills, motivation, frustration tolerance, study skills, large group abilities, oral language skills, mathematics abilities, and composition skills. Three areas are emphasized for instruction with SLD children: adaptation of material, directions, and independence. Guidelines are given for allowing student options in materials, sidestepping the students' difficulties with oral directions, and encouraging student independence. (CL)

ED 171 044 EC 115 253

Rankhorn, Barney And Others

An Ecological Model for Education and Child Advocacy for Handicapped Children: The Role of the Residential Diagnostic Center.

Pub Date-Apr 79
Note-19p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-57)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Advocacy, Conceptual Schemes, *Delivery Systems, *Handicapped Children, *Models, Parent Participation, Residential Programs
Identifiers-Ecological Model

An ecological model for service and advocacy for handicapped children through a residential diagnostic center is presented. Such a model is explained to provide a meaningful interrelationship of varied resources and agencies at the local, state, and federal level with a focus on the generic program. Four positive interfacing functions relating to parent problems (such as lack of understanding about the child's handicap and inadequate knowledge upon which to base decisions) are discussed. Five basic service phases (referral, admission, diagnosis, planning and implementation) are described, and a case study is provided to illustrate the model's operation. Among other services ascribed to the ecologically oriented agency are workshops for parents and mediation between families and agencies. (CL)

Somwaru, Jwalla P.

Criterion-Referenced Assessment of Basic Competencies.

Pub Date-Apr 79
Note-15p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-97)
Pub Type- Tests/Questionnaires (160) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills, *Culture Free Tests, *Educational Diagnosis, *Evaluation Methods, *Minority Groups, *Test Bias
Identifiers-*Assessment of Basic Competencies

The paper discusses a new battery of tests, the Assessment of Basic Competencies, designed for fair assessment of the latent abilities of minority group children. It is explained that the tests provide diagnostic assessment in several domains of competence that are considered important for school learning. The three domains, information processing, language, and mathematics, are said to be covered by 11 tests which measure specific enabling skills, weaknesses and strengths are identified, suggestions are made for educational intervention, and lists of selected instructional resources are presented with annotations. The author asserts that low test performance does not reflect bias; it reflects greater educational need in domains significant for acquiring school learning. (Author/CL)

ED 171 046 EC 115 255

Edwards, Elizabeth Montemurro, Theodore J.

The Behavior of Preschool Handicapped Children and Their Interaction with Model Children.

San Jose State Univ., Calif.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Apr 79

Grant-G007701245

Note-20p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-24)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns, *Handicapped Children, Interaction Process Analysis, *Mainstreaming, Peer Relationship, Preschool Education

A demonstration preschool program based on Piagetian principles and integrating handicapped children with their normal peers is described. Findings on the behavior styles of the children are cited based on the Coping Analysis Schedule for Educational Settings. It is explained that as groups, the non-handicapped and handicapped Ss exhibit similar styles of behavior in each of the settings (program-directed and teacher directed choice settings). Eight coping styles are delineated, including passive, withdrawn, avoidant, dreamy; and assertive, socially integrative, and task oriented. Interactions between handicapped and non-handicapped children, recorded along the transactional categories of CASES, are reported by frequencies and percentages for sex and age. Among findings discussed is that appropriate integrative play accounted for more than two-thirds of the interactions initiated by non-handicapped children toward handicapped children. (CL)

ED 171 047 EC 115 256

Sponseller, Doris Bergen And Others

Photographic Feedback Effects on Preschool Exceptional Children's Self-Concept and Social Competence.

Pub Date-Apr 79

Note-21p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-24)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Early Childhood Education, *Exceptional Child Research, *Feedback, *Handicapped Children, *Interpersonal Competence, *Photographs, Program Effectiveness, *Self Concept

The study was designed to determine whether use of an immediate photographic feedback technique by teachers can enhance self concept development and extend appropriate social activity in 46 handicapped children (aged 2-6 years) from four classrooms in two schools. During the first week all teachers completed the Social Competence Rating Scale and all children were given the pretests on the Brown and Learner self concept tests. For 5 weeks the photographic feedback treatment was used in two randomly selected classrooms, with 4 weeks of control (observational) treatment following. For the other two classrooms the procedure was reversed. Photographic feedback treatment consisted of one picture-taking episode each week for each child in each of three categories: child interacting with materials, child interacting with peer, and child interacting with teacher. Observational data was also collected on each child during treatment and control periods. In both schools there were significant increases on one self concept measure after the feedback treatment. Teacher ratings of social competence increased in one school and active involvement increased in one school. Other findings were that teachers' ratings of the children did not relate to the results of child perceived self concept measures and that 6 weeks following the study children were still looking at their photographs in the classroom photo album and enjoyed showing them to visitors. (SBH)

ED 171 048 EC 115 257

Federlein, Anne Cairns

A Study of Play Behaviors and Interactions of Preschool Handicapped Children in Mainstreamed and Segregated Settings.

Pub Date-Apr 79
Note-50p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-24)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Aurally Handicapped, *Emotionally Disturbed, Exceptional Child Research, Handicapped Children, Interaction Process Analysis, *Mainstreaming, Nutrition, *Peer Relationship, *Physically Handicapped, Play, Preschool Education, *Special Classes

The study, involving 15 emotionally (EH), hearing (HH), or physically (PH) handicapped children in segregated preschool special education classrooms, 15 mainstreamed EH, HH, or PH preschoolers, and 15 nonhandicapped preschool peers, analyzed interactions of both handicapped and nonhandicapped children, ecological information on each classroom setting, and nutritional data obtained from parents of each child. Five hypotheses were proposed: (1) in general, the level of play of handicapped preschoolers will be lower than the nonhandicapped peers; (2) there will be a larger number of adult-initiated interactions by teachers/aides in the segregated settings than in the mainstreamed settings; (3) there will be more solitary and parallel play in segregated settings than in mainstreamed settings; (4) depending on the category of handicap, the predominant category of play interactions will be varied in the mainstreamed and segregated settings; and (5) Ss without breakfast will exhibit more solitary play than those Ss who ate breakfast. Among findings were that although the nonhandicapped Ss had higher frequency scores in all categories of play, in the practice play category, mainstreamed handicapped preschoolers scored lower in only one instance; and that in the segregated settings during the observations there appeared to be more adult interaction during the free play periods than in the mainstreamed settings. (SBH)

ED 171 049 EC 115 258

Stile, Ann Stile, Steve

Special Education and Related Services for Handicapped Young Children (18-36 months): The Project WISP Center-Based Program.

Note-27p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-21)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Handicapped Children, *Infancy, *Intervention, Preschool Programs, *Stimulation

Identifiers-Wyoming Infant Stimulation Program

The paper summarized the rationale for early intervention programs and describes the major components of the Project WISP (Wyoming Infant Stimulation Program) center-based program for handicapped young children (18-36 months). Early intervention for handicapped children is justified from five points-of-view: prevention of failure during subsequent school years, parent programing, learning, social change, and educational economics. It is explained that Project WISP was established to provide demonstration/replication services to interested individuals throughout Wyoming and to directly serve young handicapped children and their families. Five major components of the model are outlined: screening, instructional development, instruction, and evaluation. Appended are a sample intake form, an excerpt from the Developmental Screening Inventory, an excerpt from the WISP information manual, and an excerpt from SEED (Sewall Early Education Development Program) Developmental Profiles. (SBH)

ED 171 050 EC 115 259

Barnard, Patricia E. Pfalzer, Jacquelyn

A Parent Supportive Early Intervention Public School Program That Works.

Pub Date-Apr 79

Note-15p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-21)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Demonstration Projects, *Handicapped Children, Home Programs, *Infancy, *Intervention, *Parent Participation

Identifiers-*TOTE Early Intervention Program (Michigan)

The paper describes the T.O.T.E. (Teach Our Tots Early) Infant/Toddler Intervention Program to provide educational programing for handicapped children from birth to age 3 years. Sections address the following program components: program development, delivery model (primarily home-based), staffing, population (southeast Wayne County, Michigan), referral process, assessment process, entrance process (which includes an educational planning and placement committee meeting), educational process (in which individual education programs are developed for each child), cooperative planning, and other activities (such as miniworkshops for parents, program tours, and information presentations). The brief records of 20 children enrolled in T.O.T.E. are presented to substantiate the program's benefits. A sample assessment form is included. (SBH)

ED 171 051 EC 115 260

Bagnato, Stephen J., Jr. Neisworth, John T.
Between Assessment and Intervention: Forging Developmental Linkages for Preschoolers with Special Needs. A Practical Guide for School Psychologists and Early Childhood Special Educators.
Pub Date-Apr 79
Note-47p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-54)
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Developmental Programs, *Educational Diagnosis, Educational Objectives, *Educational Planning, Evaluation Methods, *Handicapped Children, Identification, *Preschool Education

The guide outlines a pragmatic procedure for ensuring a systematic flow of operations for screening to programing, and especially for forging linkages'' between comprehensive developmental assessment and individualized instructional programing for the handicapped preschooler. Five major purposes (including to screen and identify exceptional children) are given, and the rationale for continuity in assessment is offered. Five steps in forging an assessment/curriculum linkage are outlined: identify developmental deficits requiring more focused assessment, match assessment devices according to curriculum characteristics and content, determine developmental levels in major areas of functioning (motor, adaptive, language, and personal-social), identify performance ceilings'' in each area of functioning, and match performance ceiling tasks to curriculum target objectives in each area of functioning. Sections on each step cover key concepts, explanatory comments, and an illustration. The practical value of criterion-based developmental diagnosis is pointed out, and supporting data for the linkage procedure is offered. It is concluded that the more defined the interface between a child's pattern of capabilities and his plan of instruction, the more effective the total educational experience. Appended is information for a simulation exercise in forging an assessment/curriculum linkage for a handicapped preschooler. (SBH)

Boyd, Phyllis Margaret

A Developmental Study of a Component Analysis of Attention in Three Through Six-Year-Old Children.

Pub Date-Apr 79
Note-45p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-83)
Pub Type- Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attention, *Cognitive Development, *Conceptual Tempo, Educational Research, *Preschool Education

The study involving 170 children (3-6 years old) investigated attention as a construct of three components and as an integrated cognitive process. Literature was reviewed which related to the components of attention, the development of a theoretical model which synthesizes attentional components with an ongoing process, the development of attention and the use of verbal mediation as an appropriate method of investigating attention, and the developmental relationships among attentional components. Three hypotheses were proposed: (1) reflectivity is related to field independence and task attention and field independence is also related to task attention within age groups; (2) reflectivity will significantly increase as field independence increases and will also increase as task attention increases across age groups; and (3) the average performance in the measures of the components of attention increase significantly as a function of age. The following measures were used: Preschool Embedded Pictures Test, Kansas Reflectivity-Impulsivity Scale for Preschoolers, Preschool Attention-Vigilance Test, and Peabody Picture Vocabulary Test. The hypotheses seemed to be supported in that there were strong inverse correlations between age and the attentional components. (SBH)

ED 171 053 EC 115 262

Davis, William J. And Others

A Role Theory Perspective of the System of Delivering Services to Exceptional Children: Mesa Public Schools.

Pub Date-Apr 79

Note-35p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-42)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Attitudes, *Delivery Systems, *Educational Administration, Elementary Secondary Education, Exceptional Child Research, Exceptional Child Services, *Handicapped Children, *Role Perception, *Special Education, Statistical Data, Surveys

The paper presents results of a needs assessment survey, involving 112 public school personnel, conducted to facilitate staff development programs aimed at furthering the integration of the roles of general and special education administrators. It is explained that the survey instrument, the Task-Role-Involvement Inventory, had two purposes to describe the perceived actual and desired systems of delivering services to exceptional children in terms of the assignment of key tasks to organizational roles and to identify, if any, those task role assignments about which system personnel disagree or do not like. Statistical data are reported for actual task role assignment, extent of agreement on actual task role assignment, satisfaction with the actual assignment of tasks to roles, role of the principal in the delivery of services to exceptional children, and satisfaction with the perceived actual level of involvement. (SBH)

Ehrlich, Virginia Z.

The Astor Program for Gifted Children Pre-Kindergarten Through the Primary Grades. Five Years Later - Evaluation and Problems of Transition.

Pub Date-Apr 79
Note-40p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-76)
Pub Type- Reports - Research (143) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academically Gifted, *Administrator Attitudes, Exceptional Child Research, Followup Studies, Gifted, *Parent Attitudes, Preschool Education, Primary Education, *Program Effectiveness, *Special Programs, *Student Attitudes
Identifiers-*Astor Program for Gifted Children

The paper describes the Astor program for prekindergarten through primary age intellectually gifted children, and presents findings of a 5-year followup on the effect of the program on children's growth. Outlined are the program's major goals (including the promotion of continuing research, experimentation, and education of gifted in New York City public schools at all levels); activities (such as establishing early identification procedures and developing classroom management procedures consistent with the nature and needs of the students); impact on citywide politics; impact on district policies according to district superintendents; and impact on schools according to school principals. Also presented are the views of principals and parents regarding impact on the children. Noted among findings are that a significantly high proportion of parents reported positive behavioral reactions by their children to the Astor Program experience; that Astor Program children made significant achievement gains in world knowledge, total reading, and total mathematics; and that children not only liked school, but also were happier in the Astor Program than they had been in other classes. Also discussed are the following topics of concern: financing, pupil identification, pupil followup, promotion policies and acceleration, teacher selection, teacher training, class size, classroom practices and management, role of the school principal, and continued application of the Astor Program philosophy. (SBH)

ED 171 055 EC 115 264

Schurr, Sandra

Use a Building Learning Center Enrichment Program to Meet Needs of Gifted/Talented.

Pub Date-Apr 79

Note-19p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-9)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Conceptual Schemes, Elementary Education, *Enrichment Programs, *Gifted, *Learning Laboratories, *Models, *Talented Students

Identifiers-*Learning Center Enrichment Program

The paper describes the Learning Center Enrichment Program for elementary school gifted and talented children. The nomenclature associated with the program model (learning center, enrichment, and management system) is defined; and it is explained that the program is organized according to the enrichment triad model advocated by J. Renzulli because it is a systematic plan which emphasizes three types of instructional activities (general exploratory experiences which permit a child to clarify his/her own interests and abilities, group learning activities which develop processes and operations that enable students to deal more effectively with content, and individual or small group investigations of real life problems). Sections address the following program components: philosophy, goals and objectives, the physical facility, standard operating procedures (including timeline, hours, personnel, materials, scheduling, organization, and evaluation), gifted/talented dimension, possible adaptations, mini-center dimension, and guidelines for designing center themes. (SBH)

ED 171 058 EC 115 265

Hasenstab, M. Suzanne And Others

Comprehensive Services for Hearing Impaired and Language Delayed Infants and Preschool Children.

Pub Date-Apr 79
Note-21p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-19)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Auditory Evaluation, *Aurally Handicapped, *Delivery Systems, Educational Diagnosis, *Exceptional Child Services, Infancy, *Interdisciplinary Approach, Intervention, *Language Handicapped, Parent Participation, Preschool Education, *Student Evaluation

The paper addresses the Comprehensive Services Program which takes an interdisciplinary approach to meeting the needs of preschool hearing impaired and language delayed children. The program is reported to be comprised of two major areas assessment of the child's development and functioning level and educational intervention. Assessment is explained to focus on three major concerns: audiological evaluation, language and speech analysis, and psychoeducational or developmental evaluation. Educational intervention is noted to be facilitated through four basic alternatives: the parent-infant program, for children under 24 months developmentally; the nursery school, which services children functioning at a 2-3 year level; the pre-kindergarten, in which 4-and 5-year-olds are enrolled; and cooperative services with other agencies, which involve multihandicapped children the program is not equipped to handle. (SBH)

ED 171 057 EC 115 266

Gallagher, Jack R. And Others

The Residential School: A Dinosaur of the Past or a Catalyst for Constructive Change.

Pub Date-Apr 79

Note-68p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-57)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults, *Cooperative Planning, Court Cases, Elementary Secondary Education, *Exceptional Child Services, *Handicapped, *Residential Schools, Student Needs, Trend Analysis

The document contains six papers on the use of residential schools as a resource for meeting the needs of handicapped children and adults. The following titles and authors are included: The Residential School as a Research and Demonstration Center An Untapped Resource'' (J. Gallagher); Serving the Needs of the Low Incidence Handicapped in an LEA (Local Education Agency): Some Problems and Solutions'' (M. Seaborne); The First 150 Years: A Historical Perspective'' (J. Gallagher); The Resident School, A Comprehensive Child Study Center: Statewide Ramifications'' (R. Millard); The Growing Needs of the Adult Handicapped Meeting the Challenge of the 80's'' (R. Bremer); and Legal Changes in Children's Constitutional Rights'' (W. Spencer). Among the topics addressed are the role of the residential school in training public school personnel and others to effectively provide services to the sensory impaired, mentally handicapped; cooperative planning between LEAs and residential schools; the diverse forces, pressures, and influences on the residential school; the advantage of shared services between public schools and residential programs in providing educational services to handicapped children; the needs of, attitudes toward, and a model for serving the handicapped adult; and court cases affecting recent changes in children's constitutional rights. (SBH)

ED 171 058 EC 115 267

Armstrong, Suzanne Bryant And Others

The Cost Effectiveness of Peer and Cross-Age Tutoring.

Pub Date-Apr 79

Note-63p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-48)

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cost Effectiveness, *Cross Age Teaching, Elementary Secondary Education, *Handicapped Children, *Peer Teaching, Program Effectiveness, Program Evaluation, Teaching Methods, *Tutoring

Theoretical considerations for peer and cross-age tutoring are presented, essential ingredients for effective programs are offered, and a practical approach used by consulting teachers to design and implement a cost-effective tutoring program in Barre, Vermont is described. Benefits for the tutor and tutee are pointed out, including that tutoring can enhance a student's self esteem. Noted among ingredients for effective tutoring are training for tutors in methodology as well as content, including pre-established instructional objectives and corresponding mastery tests in the tutoring program, and giving tutors incentive by increasing the visibility of their "teacher" role. The effectiveness of the Barre City Schools tutoring program is considered in terms of elementary pupil math score growth and demonstrated human competencies in the high school tutors. Brief sections describe the program, program goals, and program and finance data. Appended materials, which make up the bulk of the document, include sample forms, statistical data on the program effectiveness study, and a sample peer/cross-age tutor training packet. (SBH)

ED 171 059 EC 115 268

Richardson, Brian E.

An Attempt to Provide an Appropriate Education for the Learning Disabled Child from Remote Rural Areas of Western Australia.

Pub Date-Apr 79
Note-14p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-73)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Diagnostic Teaching, Elementary Education, *Learning Disabilities, *Residential Programs, Rural Youth, Student Evaluation
Identifiers-*Chidley Educational Center (Australia)

The Chidley Educational Center, Perth, Western Australia, provides a short term residential environment for 40 children (6-13 years old) with learning disabilities. The children served by the center are admitted because they have limited access, for geographic reasons, to other specialist help. The center's approach is based on the diagnostic process (with evaluations in such areas as psychology, physical education, and behavior) with a pediatrician, psychologist, teachers, housemothers, and child's parents all taking part in the assessment. Since students stay a maximum period of 6 months, the transition component (in which students are weaned off the materials and equipment used at the center and maintain a relationship with the local school teacher) is an important part of the program. Research on the program's efficacy is planned. (SBH)

ED 171 060 EC 115 269

Walton, Wilbur T.

The Future of Biofeedback Training in the Field of Special Education.

Pub Date-Apr 79

Note-19p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-40)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Feedback, *Handicapped Children, *Physiology, *Progressive Relaxation, *Self Control, Therapy

Identifiers-*Biofeedback Training

Biofeedback training (a process of feeding back to an organism information pertaining to its physiological functions using signals transmitted through sensory receptors) stands as one method to better educate and treat handicapped children. Recent research establishes that it is possible to influence automatic processes (such as breathing) intentionally, voluntarily, by directing physical changes with one's focus of attention. Biofeedback training has been shown to improve self image, relieve tension, remediate academic skills through anxiety reduction, coordinate malfunctioning muscles, reduce central nervous system dysfunction, control basal metabolism, and treat vascular disorders. Since there is evidence to show that biofeedback training in the classroom can assist the student in staying alert, feeling better, and being able to explore his inner space with more efficiency, biofeedback may have great potential for the handicapped child. (SBH)

ED 171 061 EC 115 270

Horowitz, Inge W.

The Role of the Educational Consultant Serving as the Liaison Educator Between Health Department Clinics and Local School Divisions.

Pub Date-Apr 79
Note-12p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-62)
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cerebral Palsy, Congenitally Handicapped, *Consultants, Elementary Education, *Handicapped Children, Health Facilities, *Interagency Cooperation, *Intervention, Neurologically Handicapped, Special Education Teachers, *Special Health Problems, *Teacher Role

The role of the special educator as a liaison between health department clinics and the school in treating the handicapped child is explored. Three reasons for the assignment of special educators to serve on staffs of state health department clinics are given: (1) the population of children which is referred to these clinics is far more likely than the general population of children to have educational problems; (2) these children often present an array of educational problems peculiar to the medical condition; and (3) these children present to the physician a complex set of organic and behavioral symptoms which may be exaggerated by conditions or expectations at school. The in-clinic and in-school roles of the educational consultant are considered separately; and the areas covered by educational assessment are listed. Five examples of intervention are given for cases from five different clinics: Adolescent Medicine Clinic (a 14-year-old boy with diagnoses of neurofibromatosis, arrested hydrocephalus, and median cleft face syndrome); Pediatric Neurosurgery Clinic (a 5-year-old girl with neningomyocele and neurogenic bladder); Child Neurology Clinic (a 5-year-old boy with neurological disorder characterized by clumsiness, language delays, and temper tantrums); Hematology Clinic (a 10-year-old boy with hemophilia); and the Cerebral Palsy Clinic (a 6-year-old girl with cerebral palsy). (SBH)

ED 171 062 EC 115 271

Meador, Wanda W.

The Public Health Nurse as a Health Professional in the Special Education Process.

Pub Date-Apr 79
Note-11p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-62)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education *Handicapped Children, *Interdisciplinary Approach, *Role Perception, *School Nurses

The role of the public health nurse as part of the multidisciplinary team serving the handicapped child is discussed. Seven components of the special education process in which public health nurses are sharing a role are outlined: early identification and assessment of disabilities, health appraisals, referrals, interpretation of the handicap to school personnel, participation on placement committees, involvement in writing the individual education program, and provision of inservice training for teachers. It is concluded that concurrent with passage of P.L. 94-142 (the Education for All Handicapped Children Act), the role of the public health nurse in relation to the handicapped child has expanded from one of "caring for" the child to assisting in facilitating his learning. (SBH)

ED 171 063 EC 115 272

Schenck, Susan J. Pelosi, Phillip A.

Math Education for the Learning Disabled-An Analysis of Error Patterns and Techniques in Remediation.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Apr 79

Grant-G007605223

Note-16p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-261)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, *Error Patterns, *Learning Disabilities, *Mathematics Instruction, *Models, Remedial Instruction

The paper addresses provisions for a diagnostically based remedial component for children manifesting clear and specific learning disabilities in mathematics. A model, the interactive unit, upon which a sequential program that systematically minimizes learning disabilities on mathematics performance is introduced. It is explained that the underlying strategy is to compensate for deficits in one area (e.g., reading) upon another area (e.g., mathematics) by partialing out the effects of the deficit so that it will not effect performance in the second area. A second factor, error analysis, in the provision of a

diagnostically based remedial component is also described. The results of information gathered from students in grades K-12 regarding errors discovered in mathematical computation are reviewed. A sample remedial module written for the purposes of remediating error displayed in the problem 11 ■ 7 9'' is offered. (SBH)

ED 171 064 EC 115 273

Witt, Judy Proff Gibson, Jorie

A Multisensory Approach to Individualized Teaching.

Pub Date-Apr 79

Note-27p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-4)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Diagnostic Teaching, Elementary Secondary Education, *Handicapped Children, Mathematics, *Multisensory Learning, *Sequential Learning, Teaching Methods

The paper describes a multisensory technique which involves an individualized, sequential plan of instruction for the handicapped student. The multisensory technique is explained to involve three tasks in its developmental sequence identification, naming, and writing. The technique is applied to the case of a student whose errors on the Key Math Diagnostic Arithmetic Test indicate lack of number identification skills. It is also pointed out that multisensory techniques may be used in the regular classroom on the same basis as with a small group individually, in tutoring partners, or with the whole group; and that the techniques are non-graded, can be used in many skill areas, and stress the direct teaching style with behavioral objectives and sequentially programed academic steps. Appended materials include a list of recommended tests for pre-post evaluations, plan sheets outlining instructional steps for developing number readiness, and sample instructional sheets. (SBH)

ED 171 065 EC 115 274

Rotatori, Anthony F.

Fat Chance in a Slim World or a Behavioral Weight Program for Trainable Adolescents.

Pub Date-Apr 79

Note-13p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-66)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Behavior Change, *Body Weight, *Contingency Management, *Exceptional Child Research, Mentally Handicapped, Program Effectiveness, Secondary Education, *Trainable Mentally Handicapped

The study involving 18 moderately retarded adolescents attending a public high school program assessed the usefulness of a behavioral weight reduction program. The behavior treatment involved exposure of Ss to external and self-reinforcement, stimulus control, simplified self monitoring and exercise over a 14-week active training period. Behavior therapy Ss lost significantly more weight than a wait-list control group. There was no significant difference in weight lost between behavior therapy Ss exposed to the techniques live and those exposed to the techniques via video tape playback of the live sessions. Weight loss for the behavior therapy Ss continued to occur during a 5-week maintenance and 16-week followup. (Author/SBH)

ED 171 066 EC 115 275

Strickland, Eric

Selected Free Play Research: Implications for MH/MR Children.

Pub Date-Apr 79

Note-14p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-76)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Mentally Handicapped, *Multiply Handicapped, *Play, *Playgrounds, Recreational Facilities

Research on free play among children is reviewed, and the relation of such research to the adaptation and use of play environments for multiply handicapped/mentally retarded (MH/MR) children is considered. Noted among research findings are that the nature and organization of playground equipment has a significant effect on children; that children prefer equipment that is either movable and/or complex; and that the creative playground can stimulate and provide for as much, if not more, gross motor activity as the traditional playground. It is concluded that play meets many basic needs of the children: acceptance, achievement, creativity, emotional development, social growth, and physical development. (SBH)

ED 171 067 EC 115 276

Carlson, Lisa

An Interdisciplinary Approach to the Design of Play Environments for Severely Profoundly Retarded Institutional Residents.

Pub Date-Apr 79
Note-13p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-76)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Building Design, *Custodial Mentally Handicapped, *Institutionalized Persons, Mentally Handicapped, *Play, *Playgrounds, Recreational Facilities, *Trainable Mentally Handicapped

The paper reports a project to create a play environment to discourage undesirable behaviors and encourage exploratory play behavior in severely and profoundly retarded institutional residents. It is explained that in addition to information gained from past experience, input from parents, direct-care staff, professionals, maintenance personnel, and administrators was sought in preparation of the final design. Examples of special problems of this population and the solution attempted in the final design are given. Also considered are the educational needs addressed in the design of the play structure. Solutions which involve visual, auditory, and tactile stimulation are outlined. (SBH)

ED 171 068 EC 115 277

Knight, Octavia B.

Focus on Alienated Minority Youth: The Multidisciplinary Approach.

Pub Date-Apr 79

Note-15p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-7)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Anti Social Behavior, Interdisciplinary Approach, *Intervention, *Minority Groups, *Prevention, Secondary Education, *Student Alienation

The report focuses on prevention and intervention strategies for reducing violent and vandalistic behavior of alienated secondary school youth, particularly those from minority groups. Suggestions are offered for regular and resource teachers as well as others concerned with adolescents presenting behavior problems. Initial sections address a description of the alienated youth population, the cycle of frustration and failure experienced by minority youth, disruptive behavior as a public problem, parental responsibility, and the role of the school. The School Climate Approach to prevention is explained to deal with improving interpersonal relationships among students, parents, teachers, and the school community with emphases on self image, academic skill and human relations skill development. It is stressed that the multidisciplinary concept is necessary for effective intervention with alienated youth. Psychological consequences of alienation as well as benefits from intervention are also mentioned. (SBH)

ED 171 089 EC 115 278

Welle, Kangichy R.

Special Education Teacher Training in the United States Trust Territory of the Pacific Islands.

Pub Date-Apr 79

Note-15p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-13)

Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cultural Differences, *Foreign Countries, *Handicapped Children, *Special Education Teachers, *Teacher Education

Identifiers-*Micronesia

The author considers the importance of deep-seated cultural, economic, political, and geographical differences that characterize special education teacher training in the Trust Territory of the Pacific Islands commonly referred to as Micronesia. A brief history and geography of the area is reviewed. The training program of the Trust Territory Department of Educations Special Education component is described. Noted among characteristics of the program are strong emphases on mainstreaming, development and dissemination of materials and/or procedures for identifying and remediating children's learning problems, and an approach which stresses the specific functioning of the student rather than the specific handicapping conditions. (SBH)

ED 171 070 EC 115 279

Yarnell, Gary Dean

A Prelanguage Program Developed for One Low Functioning Congenitally Deaf-Blind Child.

Pub Date-Apr 79
Note-17p., Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-76)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Childhood, Deaf Blind, *Exceptional Child Research, Finger Spelling, *Language Development, Operant Conditioning, Reinforcement, *Severely Handicapped

The paper provides an overview of a prelanguage program that was developed for a low functioning, 7 1/2-year-old congenitally deaf-blind child. It is explained that the program was based on principles and procedures as they related to operant behaviors, that reinforcement techniques were continually applied, and that a great deal of successive approximation or shaping was used. Steps in teaching the child prerequisite behaviors, motor imitations, meaning, sentencing, and fingerspelling are reviewed. A sample form for charting case data is included. (SBH)

ED 171 071 EC 115 280

Cardullias, Peter J. And Others.

Three Adapted Science Skill Builders for Junior and Senior High School Orthopaedically Handicapped Students.

Pub Date-Apr 79
Note-21p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 2979, Session W-86)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Exceptional Child Research, Instructional Materials, *Material Development, *Physically Handicapped, *Science Equipment, *Science Experiments, Science Instruction, Secondary Education

The study was designed to determine how standard science skill builder activities can be modified or adapted for use by orthopedically handicapped students. Nine secondary level science experiments were selected for initial review and from these, three were selected for adaptation use of the microscope, use of graduated cylinders, and use of the balance. Each of the activities were modified in terms of three levels of involvement of orthopedically handicapped: mildly involved defined as ambulatory with or without assistance, use of one or both hands, can be an active participant in the experiment; moderately involved confined to a wheelchair, use of one or both hands, may have muscular dysfunction, may have a moderate degree of participation and may need some assistance in the experiment; and severely involved confined to a wheelchair, minimal use of hands and a high probability of being a passive participant in the experiment. As each skill builder activity was conducted as it would be in an average secondary school, task analyses were conducted to identify possible problems that might occur when the activities are being performed by orthopedically handicapped learners. (The revisions of the adapted skill builder activities appear in their final form in the last section of the document with sections on use of each instrument, preskills needed, expected outcome, experimental steps, adaptations needed for each level of involvement, major equipment modification, and demonstration of learning.) (SBH)

ED 171 072 EC 115 281

Baum, Douglas L.

Public School Alternative for Severely and Profoundly Handicapped Students.

Pub Date-Apr 79

Note-32p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-17)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Autism, Contingency Management, Custodial Mentally Handicapped, *Educational Alternatives, *Educational Programs, Elementary Secondary Education, Emotionally Disturbed, Language Development, Mentally Handicapped, Motor Development, Multiply Handicapped, Parent Participation, Participation, Program Evaluation, Self Care Skills, *Severely Handicapped, State Programs, Student Placement, Trainable Mentally Handicapped, Vocational Education

Identifiers-*Texas

The paper describes components of the Cooperative Student Care public school program in which five Texas school districts have joined together to provide educational services in functional academics, vocational training, social skills training, life skills training, and related services for severely/profoundly handicapped students. Four facilities are introduced: the Cooperative Behavioral Center which services 41 autistic and severely emotionally disturbed students (3-21 years old) with major emphasis on teaching appropriate behavior patterns through behavior modification; the Loving Care Opportunity Center which serves 28 multiply handicapped students (3-9 years old) with emphasis on self help skills; the Greenwood Hills Development Center which serves 30 severely and multiply handicapped students (7-16 years old) with emphases on functional academics and prevocational activities as well as self help skills training and related services; and the Cooperative Training Center which serves 102 moderately and severely/profoundly handicapped students (14-21 years old) with emphases on self help skills, self awareness, attending behavior, responsive behavior, and peer interaction. Sections address procedures for placing students in the alternative settings, language training, motor and self help skill development, behavior management techniques, vocational programing, parent organization, and program evaluation. (SBH)

ED 171 073 EC 115 282

Link, Patricia W.

An Alternative Program for Pregnant Schoolgirls.

Pub Date-Apr 79
Note-15p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-55)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Alternatives, *Homebound Children, *Home Instruction, *Pregnant Students, Secondary Education
Identifiers-*Lafayette Parish Homebound Program (Louisiana)

The paper describes the Lafayette Parish Homebound Program (Louisiana) for students in grades K-12, with particular emphasis on the program's services for pregnant girls. Procedures for admitting students into the program, objectives for the pregnant girls (12-18 years old), and program components are considered. It is explained that the special class for pregnant girls operates as an alternative educational program to the regular school program. Accountability studies are noted to reveal that approximately 80% of the program participants completed their educations and were gainfully employed. (SBH)

ED 171 074 EC 115 283

Wilson, Joy DeMarino

Coordination of an Education Department with Physical Therapy and Occupational Therapy Departments in a Residential Setting.

Pub Date-Apr 79

Note-17p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-13)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cerebral Palsy, Custodial Mentally Handicapped, *Educational Programs, Mentally Handicapped, *Multiply Handicapped, *Occupational Therapy, Physically Handicapped, *Physical Therapy, *Program Development, *Residential Programs

Identifiers-Texas

The paper focuses on coordination of an educational program for non-ambulatory cerebral palsied and profoundly retarded clients (21 years old and younger) in a residential setting not being served by the Texas Education Department. Covered in outline form are the school's requirements governing educational programs, program development, organization, coordination of education with physical and occupational therapy departments; and successful elements and major handicaps of the program. Outlines are also provided of physical therapy inservice, occupational therapy inservice, structural organization, therapeutic/training services provided, and the training sequence for assuming the kneel-standing position. (SBH)

Binkley, Betty And Others

In-Service Training for General Education Teachers in Compliance with P.L. 94-142 Under the Tennessee State Plan.

Pub Date-Apr 79
Note-16p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-96)
Pub Type- Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Federal Legislation, *Handicapped Children, Individualized Programs, *Inservice Teacher Education, Mainstreaming, Program Planning, *Resource Teachers, *State Programs
Identifiers-*Education for All Handicapped Children Act, *System Wide Itinerant Resource Teacher (Tennessee)

The authors, members of the System Wide Itinerant Resource Teacher (SWIRT) team, describe and analyze inservice training for general education teachers in compliance with P.L. 94-142 (the Education for All Handicapped Children Act) under the Tennessee State Plan. The unique qualities of the Memphis City Schools' inservice training program are detailed. Eight inservice training objectives are listed: (1) to understand the purpose, main provisions, and implications of P.L. 94-142; (2) to understand the criteria defining free, appropriate education; (3) to learn due process requirements and procedures; (4) to learn appropriate procedures for assessment and management of school records; (5) to understand the components of an individualized educational program (IEP); (6) to develop skills for designing IEPs; (7) to become more receptive to the requirements and implications of P.L. 94-142; and (8) to become familiar with different materials and methods used in teaching the handicapped child. Three approaches to provide inservice training for general education teachers are considered: presentation of materials on general characteristics of educable mentally retarded, learning disabled, and emotionally disturbed children; followup of the faculty inservice meeting in which the SWIRT team assisted teachers in problem solving; and assistance with teachers in learning specific skills to work with exceptional students. (SBH)

Heady, James Niewoehner, Melanie
Student Management Techniques That Work.
Pub Date-Apr 79
Note-17p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-35)
Pub Type- Guides - General (050) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change, *Behavior Problems, Child Rearing, Class Management, *Contingency Management, Discipline

Discussed is the application of behavior management techniques to problem behaviors of normal children in the home or school. Examples are given of such techniques as behavioral contracting between child and adult, reduction of undesirable behaviors through withdrawal of reinforcers (bother sticks'' and temper tickets''), the use of a timer to speed behavior, behavior charting in the home through use of yes/no graph paper'', and self charting. The techniques are seen as appropriate for decreasing such behaviors as talking out in class, leaving soiled clothing on the floor, and acting out behavior. It is stressed that the major steps in establishing successful behavioral intervention are: (1) pin pointing very specifically the inappropriate behaviors; (2) finding effective reinforcers for the child; and (3) stating very clearly what must be accomplished before a reward is offered. (DB)

ED 171 077 EC 115 286

Boyan, Craig Kaplan, Phyllis

Preparing Teachers of Exceptional Adults: A New Priority for Teacher Training.

Pub Date-Apr 79

Note-20p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-9)

Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Cooperative Programs, *Mentally Handicapped, *Teacher Education

The paper describes a cooperative teacher training program operated by California State University at Hayward and the Clausen House service-delivery system (a satellite system of six group homes and an apartment living complex serving adults with mental retardation) in Oakland, California. Sections address rationale for the program, the program model, potential benefits for both adult clients and teacher trainees, evaluation of the program, and future projections. Presented are results of a questionnaire survey showing that teacher educators are beginning to recognize the necessity of training teachers to work with exceptional adults. A sample survey form is included. (SBH)

Bourgeois, M. Ashcroft, S. C.

Paperless Braille Reading: A Preliminary Research Report.

Pub Date-Apr 79
Note-17p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-74)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Blind, *Braille, Elementary Secondary Education, *Exceptional Child Research, Higher Education, *Reading Rate, *Sensory Aids, Visually Handicapped
Identifiers-*Digicassette

The study involving three blind elementary school, six blind high school, and four blind college students was designed to establish oral reading rates and oral reading error rates for Ss reading conventional braille volumes and brailled materials with the Digi-cassette, an electronic braille reading and writing machine. Data suggested several points: (1) reading with the Digi-cassette is slower than reading conventional braille; (2) the similarity in reading error rates between the two reading modes suggests that the mechanical features of the Digi-cassette and the problem of "broken" words at the end of a line, are not causing significant numbers of errors to occur; and (3) low oral reading rates with the Digi-cassette may be accounted for by lack of experience with the instrument, by modification in personal reading style, or by increased memory load for past words or letters due to the nature of the 12-cell braille line. (SBH)

ED 171 079 EC 115 288

Wilke, Susan

The Consultancy Model: Concept and Procedure.

Pub Date-Apr 79

Note-13p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-21)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Consultants, *Consultation Programs, *Delivery Systems, Disadvantaged Youth, Early Childhood Education, *Handicapped Children, Infancy, *Intervention

Identifiers-*Rockford Handicapped Infant Services IL

The paper describes Project RHISE (Rockford Handicapped Infant Services Expansion), a program to develop an effective early intervention program for infants residing in the lower socioeconomic areas and rural communities of Rockford, Illinois. Sections address a description of the model, rationale for the model, and theoretical aspects of the model. It is explained that the child, teacher, and parents comprise the triad through which such services as identification, assessment, program formulation and implementation, and child reassessment are provided. Consultation, on which Project RHISE is based, is discussed in terms of prerequisite staff competencies, the consultant-consultee relationship, preparation for consultation, and the process of consultation. An additional section outlines the dynamics of the consultancy model and concepts of consultation. (SBH)

Kaczmarek, Louise A Glasser, Amy J.

Three Term Analysis: Continuity from Initial Assessment Through Program Revision.

Pub Date-Apr 79

Note-38p., Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-51)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Patterns, Conceptual Schemes, *Evaluation Methods, *Handicapped Children, Models, *Observation, *Recordkeeping, *Student Evaluation

Identifiers-*Three Term Analysis

Three term analysis (a format for viewing a student in relation to other people and to the physical environment) is proposed as a way of providing teachers (including those of the handicapped) with a vehicle for viewing all behavior and recording all aspects of the planning process. S. Sapon's behavioral formulations are presented followed by a discussion of how they can be used in various aspects of program planning and implementation. Included in the discussion is the application of three term analysis to observing and recording behavior, specifying objectives, analyzing tasks, designing educational strategies, and evaluating an educational activity. The elements in Sapon's Basic Principle for the Description of Behavior are defined as the environment immediately antecedent to a set of movements (or Setting), what a person does (or Movement), and the environment immediately following the set of movements (or Subsequence). A strategy for teaching a child to draw a straight line is used to illustrate the format. (SBH)

ED 171 081 EC 115 290

Purdom, Doris

A Public School Comprehensive Interdisciplinary Day Treatment Program for Preadolescents and Adolescents with Severe Learning and Behavioral Disturbances.

Pub Date-Apr 79

Note-189p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-67)

Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Academic Achievement, Behavior Problems, Counseling, Elementary Secondary Education, *Emotionally Disturbed, *Exceptional Child Research, Individualized Programs, *Interpersonal Competence, *Intervention, *Learning Disabilities, Parent Counseling, Program Effectiveness, Program Evaluation, Therapy

The study involving 20 hearing and behavior disordered children (8-16 years old) investigated the hypothesis that children who receive individual and/or group counseling, an individualized psycho-educational program in a therapeutic milieu, and whose parents receive individual and/or group counseling will demonstrate more progress in their social and personal interaction with peers, teachers, and other significant adults and in their academic achievement than would students in a similarly identified group who receive only the available educational program in a regular school setting. Prior to and following the treatment period, students were administered achievement tests and were rated by teachers on behavior, cognitive levels, and learning styles. Parents or guardians of each student were also interviewed. Results indicated that Ss receiving the special treatment demonstrated greater progress in all areas (though measures of progress were not statistically significant in academic areas) when compared to a similar group of students who remained in the regular school setting. (Appendixes, which make up approximately half the document, include sections on identification, evaluation, placement, confidentiality of data/records, due process and procedural safeguards, definition, special education program and services, agreement forms, end of month observation form, and monthly progress report.) (SBH)

ED 171 082 EC 115 291

White, Maureen A.

Considerations in the Integration of Behaviorally Disordered Students into the Regular Classroom: Teacher Concerns and Considerations.

Pub Date-Apr 79

Note-28p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-68)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education, *Emotionally Disturbed, *Exceptional Child Research, Inservice Teacher Education, *Mainstreaming, Program Development, *Special Education Teachers, *Teacher Role

The paper presents results of a survey regarding the role of the teacher of emotionally disturbed (ED) children in reintegration of students into the regular classroom. The following concerns which were identified in the study are addressed: (1) objective means of determining readiness for reintegration; (2) clearly defined procedures; (3) clarifications of responsibilities of individuals; (4) guidelines in the selection of the teacher or the classroom; (5) intentional, systematic strategies for facilitating generalization of learning (academic and behavioral) between the ED class and the regular classroom; and (6) inservice training, both for the ED teacher in how to reintegrate students and for the regular class teachers in how to work with ED students. Listed among criteria for determining degree of individualization which can be provided to students are the social environment, degree of structure, and teaming arrangements. The survey of regular and special class teachers is reported to indicate four top priority inservice topics related to ED students behavioral characteristics, management techniques, teaching techniques, and learning characteristics. (SBH)

ED 171 083 EC 115 292

Klein-Konigsberg, Estelle

Semantic Integration in Learning Disabled Children.

Pub Date-Apr 79

Note-30p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-36)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Processes, *Comprehension, Elementary Education, Exceptional Child Research, Imagery, *Learning Disabilities, *Memory, *Semantics, *Sentences

The study involving 60 learning disabled (LD) children (7-10 years old) was designed to determine if LD children go beyond the given information when trying to understand and remember sentences [illegible].e., do they spontaneously construct inferential relationships like adults and other children, or do they attend to and rehearse individual sentences of specific sentence constituents. In addition to assessing memory strategies, two types of sentences (highly imageable versus not easily imaged) were presented to determine whether or not semantic integration by these children was related to, or facilitated by, image factors. Further, developmental changes in the use of integrative skills were analyzed. The mode of storage, or the performance of integration, was measured by testing the children's abilities to recognize sentences which were never actually presented, but could be derived through a comprehension of relationships among semantically related sentences. Results indicated that normal children spontaneously integrate the information expressed by a number of nonconsecutively presented, but semantically related, sentences; LD children do not. LD children appeared to attend to smaller units, short sentences, as well as words. (SBH)

ED 171 084 EC 115 293

Smoot, Sharene L.

Physical Education for Kids Who Can't Move.

Pub Date-Apr 79

Note-14p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-76)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adapted Physical Education, Art Activities, Athletics, Body Image, Developmental Tasks, *Physical Activities, *Physically Handicapped, Sensory Experience, Wheel Chairs

The paper presents outlines of suggested physical education activities that can be done semi-independently with children in wheelchairs. Sections address the following areas (sample activities in parentheses): developmental activities (rolling over, eye tracking, sliding), activities with an adult (games for two), music activities (dancing), body image activities (shadow play, photography), aquatic activities (painting with water, making bubbles), sensory experiences in the outdoors (listening for sounds), art activities (finger painting), and adapted sports ideas (kickball, bowling). (SBH)

ED 171 085 EC 115 294

Herda, Ellen A.

P.L. 94-142 and Interrelated Agendas: Research and Evaluation.

Pub Date-Apr 79

Note-12p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Change, *Educational Research, Elementary Secondary Education, Evaluation Methods, *Federal Legislation, *Handicapped Children, *Research Methodology

Identifiers-*Education for All Handicapped Children Act

The author focuses on the relevance of two assumptions (that change is a process, not an event; and that change is made by individuals first and then by institutions) for research and evaluation concerning P.L. 94-142, the Education for All Handicapped Children Act. Research findings and evaluation efforts are seen to be the basis for change in several areas: (1) attitudes on the part of school personnel and society; (2) organizational change to ensure proper delivery of services; and (3) training and retraining administrative and teaching personnel to implement the mandate. Problems with various educational research methodologies are considered, and the need to formulate proper research questions is stressed. (SBH)

ED 171 086 EC 115 295

Dixon, Benjamin And Others

The Administrator's Role in Fostering the Mental Health of Special Services Personnel.

Pub Date-Apr 79
Note-19p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-6)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Role, *Change Strategies, Environmental Influences, Evaluation Criteria, Federal Legislation, *Handicapped Children, *Mental Health, *Personnel, School Districts, Special Services, *Stress Variables
Identifiers-Education for All Handicapped Children Act

It is important for special education administrators to recognize the potential disaster that might result from inattention to the mental health needs of their staffs and organizations. Indications of staff burnout'' (rapid turnover of staff due to stress) are already apparent. The phenomenon can only be detrimental to the whole concept and mission of the special services organizations in school districts. Much of the stress experienced is directly attributal to the implementation requirements of Public Law 94-142 (Education for All Handicapped Children Act). The three important tasks for an

administrator in fostering mental health for individuals and organizations are: (1) to diagnose the environmental conditions influencing the organization or individual, (2) to implement appropriate change strategies aimed at eliminating or minimizing stress conditions, and (3) to determine the effectiveness of the strategies implemented and the mental health status of the organization or individual. In a formal assessment of the mental health of an individual or organization three criteria (adaptability, identity, and reality-testing) are used to judge the health of the individual or group. (Author/PHR)

Blacher-Dixon, Jan

Preschool Mainstreaming: Current State of the Art.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Apr 79

Note-25p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-47); This research is part of the Carolina Institute for Research on Early Education of the Handicapped

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Definitions, *Handicapped Children, *Individual Characteristics, *Mainstreaming, *Parent Participation, *Preschool Education, Questionnaires, *Social Relations, Success Factors

Identifiers-*Project First Chance, *Project Head Start

Teachers in 22 First Chance Projects and 110 Head Start Projects responded to a survey focusing on defining preschool mainstreaming, characteristics and social interaction of handicapped and nonhandicapped children, teacher attitudes toward mainstreaming, teacher preparation for mainstreaming, and parent involvement. Results showed that there are basically two types of mainstreaming, the traditional (integration of handicapped children into preschool classrooms originally for nonhandicapped children, as in Head Start and the reverse, as in First Chance. Findings further indicated that there is a high degree of clarity about what constitutes mainstreaming at the preschool level. With regard to social interaction, both groups (handicapped and nonhandicapped) had friends in both groups, and nonhandicapped children rarely ignored their handicapped peers. All respondents strongly agreed that parental involvement is a key to successful mainstreaming and found that they had enough time to meet the needs of the parents. (Author/PHR)

ED 171 088 EC 115 297

Renter, Chuck And Others

The Assessment Placement and Monitoring Index: A Non-Categorical Severity Scale for Handicapped Students.

Pub Date-Apr 79

Note-29p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-72)

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, *Communication Skills, *Educational Diagnosis, Elementary Secondary Education, *Handicapped Children, Individualized Programs, Informal Assessment, Preschool Education, *Student Behavior, Student Evaluation, *Student Placement

Identifiers-*Assessment Placement Monitoring Index

The APMI (Assessment, Placement, and Monitoring Index) is a non-categorical placement procedure designed to facilitate objective assessment, placement, and monitoring of exceptional children (ages 4 and up). The purpose of the APMI is to offer an ``alternative'' model for determining ``severity'' that (1) describes the needs of the individual handicapped student, and (2) demonstrates a program that will facilitate services to those needs. Evaluation for the scale is made in three areas: classroom skills (academic and personal independence), communications skills, and classroom behavior. Children 4-7 years are evaluated in the pre-academic areas of cognition, motor development, and memory. Children 8-years and older are evaluated in the academic areas of reading, math, and spelling, as well as general intelligence. Personal independence is measured by both formal and informal means. A communication score is arrived at by combining scores on four basic areas of communication (articulation, language, fluency, and voice). Behavior evaluation is made by informal means for less involved children, and by formal measurement in severely involved children. The placement process has been used to place 1400 school age children. It has been found that the procedure allows for easy identification of the student's needs and therefore meets the requirements of the individualized educational plan. (Author/PHR)

ED 171 089 EC 115 298

Batsche, Catherine

Barriers to Vocational Education of the Handicapped.

Pub Date-Apr 79
Note-10p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-14)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Personnel, *Change Strategies, Committees, Demonstration Programs, *Handicapped Children, Individualized Programs, Information Dissemination, *Inservice Teacher Education, *Mainstreaming, Postsecondary Education, Secondary Education, Special Education Teachers, *State Programs, *Vocational Education
Identifiers-Illinois Occupa Programs Handicapped Students

The Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students developed demonstration programs for the handicapped at six high schools, two vocational centers, and one community college. The Network was designed to demonstrate those practices which resulted in the provision of effective services to special needs vocational education students within the least restrictive environment. A major goal of the program was the collection, coordination, production, and dissemination of information throughout a statewide inservice approach. A number of barriers were encountered, among them, failure to carry out the requirements of the individualized educational plan, lack of inservice education programs, and communication barriers between vocational educators and special educators. Among the techniques used to weaken the barriers was formation of an Inservice Steering Committee (composed of a special educator, a vocational educator, an administrator, and other related support personnel) in each school district responsible for the planning and delivery of an inservice program representative of the views of each specialty area. (PHR)

ED 171 090 EC 115 299

Jelinek, Janis A. Flamboe, Thomas C.

The Wyoming Infant Stimulation Program Go WISP, Young Baby, Go WISP.

Pub Date-Apr 79
Note-21p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-21)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Diagnosis, Educational Objectives, *Handicapped Children, Home Programs, *Individualized Programs, *Infancy, *Intervention, Preschool Education, *Preschool Programs, Rural Education, *Stimulation
Identifiers-*Wyoming Infant Stimulation Program

The Wyoming Infant Stimulation Program (WISP) provides a comprehensive preschool program utilizing both center-based and home-based intervention for handicapped preschool children (age 0-3 years) and their families in rural Wyoming. A developmental-prescriptive model is used and the curriculum objective is that each child will progress according to his/her own individual educational plan (IEP) in the developmental areas of social-emotional, gross motor, fine motor, adaptive reasoning, receptive and expressive language, and self care skills. After screening and diagnosis the IEP for each child is determined and a home-based (with caregiver as primary teacher) or classroom program is chosen according to age of the child (0-18 months at home, 18-36 months in the classroom). Program effectiveness is assessed formally several times a year. Since the program inception eight other facilities have adopted the WISP model and it appears to work successfully in metropolitan as well as rural areas. A table describing components of the program and a section describing the materials used in the WISP program are appended. (Author/PHR)

ED 171 091 EC 115 300

Coons, Dale E.
Staff Development in the Mainstream: A Mutual Support Model.
Pub Date-Apr 79
Note-7p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-44)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Handicapped Children, Higher Education, *Mainstreaming, *Models, *Preservice Education, *Staff Improvement, Teacher Attitudes
Identifiers-University of Akron OH

A mutual support model was developed to prepare teachers to meet the needs of mainstreamed handicapped children at the University of Akron (OH). In 1975 the university was among the first to receive funding from the Bureau of Education for the Handicapped. Among the first tasks that year was the challenge of changing the attitudes of faculty who saw mainstreaming as ``just one of those fads''. Speakers were brought in and workshops held to increase awareness among the faculty that the project would indeed impact on all facets of teacher education. The project was developed on three levels, the project level, the field site school, and around each public school student. By developing the project across all levels and involving project staff, university faculty, the university teacher trainee and field site staff in the model, a much more complete support system was developed. Among results of the project were that over 90% of the college of education faculty understood, appreciated, and were supportative of the needs of handicapped children; and at least 50% of the faculty have been actively involved in the development of the model or extended project activities. (Author/PHR)

Wullschleger, Philip Gavin, Robert T.

A Secondary Resource Room Program. A Practical and Abplied Model for Effective Mainstreaming.

Pub Date-Apr 79
Note-36p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-17)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement, Career Education, Counseling, *Handicapped Children, *Mainstreaming, *Models, *Resource Room Programs, Scheduling, Secondary Education, Teacher Qualifications

The paper describes a three level resource room designed to provide a comprehensive program to meet the widely varying needs of handicapped students at the secondary level. An introduction provides the historical background of services to the handicapped. A description of the program includes the organization; the resource room services, such as instruction, prevocational development, and counseling; and approaches to mainstreaming. Operational procedures are stated including freshman intake, scheduling, monitoring progress in mainstreamed courses, reporting progress, parent contracts, administration and planning, record keeping, relationship with guidance, and career education (the CIPED Community Involvement Personal Education Development Program). Appended are descriptions of teacher qualifications, sample schedules, a sample bi-monthly progress report, a sample report card, guidelines for resource teacher/counselor responsibilities, sample end of the year progress report, a listing of resource room courses, and sample individualized educational plan annual review and instructional guide. (PHR)

ED 171 093 EC 115 302

Mohr, Paul B.

A Multifaceted Approach to Inservice Training of Educators The Norfolk State College Model.

Pub Date-Apr 79

Note-10p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-70)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Education, *Course Content, *Delivery Systems, *Handicapped Children, Higher Education, *Inservice Teacher Education, *Models, Paraprofessional School Personnel, Parent Education, *School Funds

The Norfolk State College (VA) has a multifaceted approach to the inservice training of special education teachers. The model has four main components. The first component is personnel; not only have teachers been served, but also administrative personnel, and more recently parents and paraprofessional personnel have taken courses offered at the institution. The second component is content, which has included such topics as classroom management, curriculum development, diagnosis and assessment, education and the law, and exceptional persons. Funding is the third component, and has come from a number of sources including state and federal offices of education and public and private foundations. The final component is the delivery system; there are six mechanisms for accesss to the services the college provides. The delivery systems are regularly scheduled courses, summer institutions, weekend courses, conferences, mini-instructional models, and gratis consultancies. (PHR)

ED 171 094 EC 115 303

Brewbaker, James M.

Reading Something! Literature Instruction for Exceptional Adolescents.

Pub Date-Apr 79

Note-19p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-1)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Handicapped Children, Instruction, *Literature Programs, *Reading, Secondary Education, *Teaching Methods

Identifiers-*Response Centered Teaching

The response-centered approach to literature instruction is ideal for teaching exceptional adolescents. In response-centered teaching the teacher stays away from dissection of the literature and focuses on the students' natural reaction to ideas, events, and values found in the work, without making judgements. Research has shown that there are four response categories: engagement/involvement, interpretation, perception, and evaluation. The approach is suited to the needs of exceptional adolescents because it creates confidence and a recognition of the similarities and differences in others. Reading aloud to the class is a useful tactic for encouraging interest. (Fifteen novels for adolescents are listed, along with brief descriptions of the story content. Highlights of a unit of instruction, including 10 activities to accompany the reading, such as making a list of adjectives describing the characters and comparing the list to that of other students, and preparing an interview between a book reviewer and the author, are given.) (PHR)

ED 171 095 **EC 115 304**

Goldberg, Sarah Imber, Steve C.

The Effects of Behavioral Consultation Techniques on Aggressive and Non-Compliant Behaviors of an Autistic Child.

Pub Date-Apr 79

Note-30p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-84)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Aggression, *Autism, *Behavior Change, Consultants, Elementary Education, Evaluation, *Exceptional Child Research, Identification, Males, *Problem Solving, Services, *Training Techniques

Identifiers-*Behavior Consultation Techniques (J Bergan)

The effects of behavioral consultation (defined by J. Bergan as the application of behavioral theory and research in consultation services) techniques were applied to the teacher of an aggressive, noncompliant, autistic male child (aged 6 years). The consultant utilized Bergan's four stages of problem solving: problem identification, problem analysis, plan implementation, and problem evaluation, in order to guide the teacher in modifying the S's behavior. During the problem identification, problem analysis, and problem evaluation interviews, the consultant was guided by Bergan's four message classification units: source (consultant or consultee), content, process, and control. In the plan implementation interview the objectives (as delineated by Bergan) were skill development, implementation monitoring, and revision. Techniques, such as time out and verbal and edible reinforcement, were chosen to modify the S's unacceptable behavior. Results of the training techniques indicated that there was a significant decrease in aggression, and a gradual decrease in noncompliance. (Author/PHR)

ED 171 096 EC 115 305

Oaks, Carol A. And Others
Considerations in the Integration of Behaviorally Disordered Students into the Regular Classroom: Implications for the School Principal.
Pub Date-Apr 79
Note-13p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-68)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Responsibility, *Behavior Problems, Building Design, Elementary Education, *Emotionally Disturbed, *Handicapped Children, *Mainstreaming, Principals, Scheduling, Teacher Attitudes

The paper describes mainstreaming of behaviorally disordered students at Orange Elementary School (in Waterloo, IA). The author, who is principal of the school, makes a number of suggestions for the implementation of mainstreaming. such as being aware of the structural capabilities of the individual school building (a school with many steps, for example, would not easily accommodate physically handicapped children), planning the scheduling of the handicapped children so that they can easily attend mainstreamed classes, and selecting staff (whenever possible) whose attitudes toward the handicapped and working with them are positive. Other suggestions include inservice education and reduction in regular class size (to assist teachers in coping with the extra time involved in mainstream programming). The author explains that mainstreaming should not be attempted all at once; taking time to know each child is important. Enlargement of budgets, student attitudes, and consistent discipline are also explored. Compliance with the law in matters such as securing the proper tests and evaluations, and obtaining signatures from parents and the implications of mainstreaming in negotiations with teachers are reviewed. (PHR)

ED 171 097 EC 115 306

Hocevar, Susan Page

Staff Advocacy and Parent Advocacy Training for Preschool and Head Start Children with Special Needs.

Pub Date-Apr 79

Note-42p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-22X)

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Advocacy, Communication Problems, *Conflict Resolution, Educational Programs, Federal Legislation, *Handicapped Children, Instructional Staff, *Parent Participation, Parent Responsibility, Preschool Education, State Legislation, *Student Rights, Teacher Responsibility

Identifiers-Project Head Start

The paper examines staff and parent advocacy training for special needs preschool and Head Start children. The author outlines the rights and responsibilities as stated in federal and state legislation, and the aspects of advocacy not usually considered, such as maximizing the resources to provide an appropriate program. Suggestions are given for bridging the communication gap between preschools and public schools (who often are not aware of the extent of the program provided by preschools). Listed are 10 steps to take when parents are in conflict with their school system, such as, talking with the teacher or other school personnel and discussing the problem, and taking notes of conversations. Forms (with comments on the use and rationale of the forms) are included in the following areas: background information, developmental history, child's record of medical information/family health history, and educational history. A short section presents a step-by-step guide for educational goal setting for parents. The script of a slide presentation on advocacy for handicapped children in Project Head Start is provided. (PHR)

ED 171 098 EC 115 307

McKinley, Colleen K.

The Level System: Greene County Learning Center.

Pub Date-Apr 79

Note-29p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-67)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, *Behavior Change, *Behavior Problems, *Contingency Management, Data Collection, Elementary Education, Peer Evaluation, Reinforcement, *Self Control, Social Behavior

Identifiers-*Greene County Learning Center (Ohio), *Level System

Examples of three behaviorally disordered students are used to describe the level system (in which the student moves from level 1, with much external control, to level 6, which is self management) at the Greene County Learning Center (Xenia, OH). The six guidelines for the center are outlined and the components of the level system are listed as follows: contingency contracting, data collection, academic performance, peer ratings, reinforcement of behavior change, and development of responsible behavior. It is explained that for one student an individual reinforcer list was used, in which the child chose his own reward (from a selection listed in a file box) for correct response to his list of behaviors. The author states that movement from one level to a higher one is determined by ratings of peers, actual social behaviors during the day, and the student's academic performance. Freedoms are contingent on behavior, which is agreed on in a contract between the teacher and student the author explains. Included are the forms used for each of the levels, the daily subject contract, the peer rating sheet, the daily behavior summary sheet, charts, graphs, continuous recording reliability forms, and the merit/demerit recording forms. (PHR)

Carman, Gary O. And Others

PROJECT ORPHEUS: Complying with the Education for All Handicapped Children Act at the Orchard School, An Innovative Approach to Utilizing Educational Technology.

Pub Date-Apr 79
Note-15p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session P-61)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Technology, Elementary Secondary Education, *Emotionally Disturbed, Federal Legislation, *Individualized Programs, *Learning Disabilities, *Residential Schools
Identifiers-*Education for All Handicapped Children Act, *Orchard School, PLATO

After a review of Public Law 94-142 (Education for All Handicapped Children Act) and its implications, the author discusses the use of innovative educational technology in the individualized instruction of children with emotional and learning problems at the Orchard School (NY). Focusing on the requirements of an individualized education plan (IEP), the paper defines the IEP, and suggests the use of instructional technology in implementing the IEP. The author explains that the Orchard School is both a residential and community school serving 50 children (ages 7-14 years). The use of PLATO (Programmed Logic for Automatic Teaching Operations) is examined, and questions are posed relating to the program's relevancy and practicality. Among findings reported from initial research (to answer the questions) are that parents are enthused. Teachers are cited as having mixed feelings; some feel their jobs are threatened or that "big brother" has arrived, while others see the program as an great asset. (PHR)

ED 171 100 EC 115 309

Riggs, Joyce

Academic and Behavioral Assessment: Program Prescription.

Pub Date-Apr 79

Note-18p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-67)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Diagnostic Teaching, *Educational Diagnosis, Elementary Education, *Identification, *Individualized Programs, *Learning Disabilities, Mathematics, Observation, *Performance Tests, Reading, Spelling, Student Behavior, Student Evaluation

Identifiers-*Greene County Learning Center (Ohio), Group Learning Skills Tests, Peabody Individual Achievement Test, Woodcock Reading Mastery Tests

Academic and behavioral assessment of learning disabled students (ages 3-11 years) at the Greene County Learning Center (Xenia, OH) is comprised of three tests (Woodcock Reading Mastery Tests, the Peabody Individual Achievement Test, and Group Learning Skills Tests) and teacher observation. An individualized educational program is determined based on assessment results. The Woodcock Reading Test is used to identify strengths and weaknesses in reading and the results are recorded on the Master Assessment Profile Sheet which is a part of the individual file kept for each student. The mathematics, spelling, and general information sections of the Peabody Individual Achievement Test are also recorded on the master profile sheet and comparisons of the Peabody and Woodcock spelling tests are made. Results of these tests, and observations of learning style made while the tests were administered, form the basis for academic placement. The Tests of Group Learning Skills are designed to measure eight basic information processing skills and results of these tests provide valuable information on the learning style of the individual child. (PHR)

ED 171 101 EC 115 310

Alexander, Jacquelyn And Others

The Impact of P.L. 94-142 on Collective Bargaining at the Local School District Level.

Pub Date-Apr 79

Note-16p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-63)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Collective Bargaining, Decision Making, Elementary Secondary Education, *Federal Legislation, *Handicapped Children, Locus of Control, *Problem Solving, Questionnaires, School Districts, Staff Role, *Teacher Attitudes, Teacher Participation

Identifiers-*Education for All Handicapped Children Act

A survey was conducted to determine the effects of Public Law 94-142 (Education for All Handicapped Children Act) on collective bargaining at the local school district level. Educators affiliated with public schools, institutions of higher learning, and teacher organizations in seven states responded to a formal questionnaire. The results indicated that the issues most likely to surface during the collective bargaining process are: teacher involvement in the planning of policies and procedures which affect their classrooms, and class size, that is pupil/teacher ratio. The overwhelming concern for involvement in decision making may indicate that the classroom teacher feels the locus of control is not within the classroom. Both structural and behavior solutions to these two major concerns of teachers are possible. Among the structural strategies available for handling the concerns are manpower adjustments, staff development, and innovative and flexible staffing patterns. The behavioral strategy calls for the establishment of a task force to deal with the issues and concerns. (Author/PHR)

ED 171 102 FL 009 390

Richards, David R.

What Should Teachers Do About Migrants' Attempts at Communication?

Pub Date-77

Note-11p.; Paper presented at the Congress of the Australian Association of Applied Linguistics (Victoria, Australia, August 28, 1977)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Applied Linguistics, Child Language, Communication Skills, *Communicative Competence (Languages), Elementary Secondary Education, Error Analysis (Language), Error Patterns, *Grammar, Higher Education, Language Development, *Language Instruction, *Language Processing, Language Proficiency, Language Skills, *Second Language Learning, Sentence Structure, Speech Communication, Syntax, *Teaching Methods

Identifiers-*Interlanguage Hypothesis

The interlanguage hypothesis stresses that errors are a normal part of the language learning process. At the same time, in the view of many, the teacher has a responsibility to provide short cuts for the learner through appropriate corrective feedback. Conventionally, this has been taken to imply correction of expression by requiring repetition of the desired form. However, the teacher's insistence on grammatical accuracy may set up a conflict with the student's own search for communicative efficiency. Parents correct the content of their young children's speech in ways that respect the children's attempts at communication. Teachers might formalize techniques such as expansion and paraphrase from the correction procedures of parents, particularly when the student's attempts at communication are all intelligible but still deviant at times. It is suggested that the most promising way of getting students to accept precision as a worthwhile goal, without denigrating their achievement in establishing some sort of communicative competence, is to adopt a functional approach that shows how grammatical form contributes to meaning. (Author/AMH)

ED 171 103 FL 009 993

Cooper, Barry

Bernstein's Codes: A Classroom Study. Education Area Occasional Paper, No. 6.

Sussex Univ. (England).

Pub Date-76

Note-53p.

Available from-Education Area, University of Sussex, Brighton, England (75 pence)

Pub Type- Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Abstraction Levels, Academic Failure, Communication (Thought Transfer), Comprehension, *Failure Factors, Language Research, Language Skills, *Learning Theories, Linguistic Competence, *Linguistic Difficulty (Inherent), Linguistic Performance, Low Achievement Factors, Performance Factors, Social Background, *Social Factors, Sociolinguistics, *Success Factors, Teaching Methods

Identifiers-Bernstein (Basil)

This paper empirically examines one aspect of Basil Bernstein's sociolinguistic account of educational failure, a code thesis wherein a restricted code is defined as giving access only to ``particularistic'' meanings and an elaborated code is defined as giving access also to ``universalistic'' meanings. According to Bernstein, because working class children usually have only a restricted code, and the school as an institution is predicated on elaborated codes, then middle class children succeed by virtue of their elaborated code background and working class children fail. Two groups of students from the first year of an upper school in southern England, one with primarily non-manual backgrounds, the other with primarily manual backgrounds, were observed in math and science classrooms, through informal discussions with teachers, and through school records and reports to determine which of Bernstein's two codes appeared to underlie the disciplinary and pedagogic techniques of the teachers of the classes observed. The problem of method (especially with respect to coding of utterances for statistical analysis) are discussed throughout. Findings show that in terms of the indicators for both regulative and instructional contexts, the observed math and science curriculums appeared to be predicated on a restricted rather than an elaborated code for both classes of students. This conclusion suggests that Bernstein's emphasis on certain pupils lacking an elaborate code in accounting for working class failure and middle class success, is misplaced. Further empirical study, especially in the arts curriculum, is suggested. (Author/MHP)

ED 171 104 FL 010 034

Dixon, J. E. G.
Concordances KWIC and Complete: An Appraisal.
Pub Date-78
Note-7p.
Available from-Association for Literary and Linguistic Computing, Sidgwick Site, Cambridge CB3 9DA, England (L4 or US$8 for entire Bulletin)
Journal Cit-Association for Literary and Linguistic Computing Bulletin; v6 n1 p28-33 1978
Pub Type- Journal Articles (080) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Automatic Indexing, Citation Indexes, *Computational Linguistics, *Concordances, Coordinate Indexes, *Indexes (Locaters), Information Retrieval, Literary Analysis, Literature, *Permuted Indexes, Reference Materials, *Research Tools, Structural Analysis, Word Frequency
Identifiers-*KWIC Index

The application of computer techniques to the making of concordances and indexes has brought about many innovations including the KWIC format and the exhaustive concordance. Although claims for the merits of these concordances are not always justified, the KWIC method offers the following advantages: (1) the detection of formulaic expressions and repeated word patterns; (2) simplicity; (3) speed; (4) maximization of computer use; and (5) minimization of the editor's role. The traditional concordance was designed by philologists and is problematic not only because of its sheer bulk, but also because it tends to assume that word frequency is directly proportional to unimportance and it tends to favor only literary interests, almost neglecting sizeable linguistic interests. Solutions to size and economic problems are: (1) to make tapes available to researchers who have access to a computer; (2) to print references only in an appendix to the main concordance; (3) to issue sub-concordances on microfilm or microfiche; and (4) to publish as cheaply as possible a series of sub-concordances as fascicules, each containing pages according to specific categories and criteria. Traditionally a tool of philologists, concordances are perhaps not the best research instrument for linguists. But the concordance, improved by the refinements and analytical devices provided by the editor and computer together, will continue to serve the philologist well in the future. (Author/MHP)

ED 171 105 FL 010 072

von Raffler-Engel, Walburga

Total Communicative Redundancy: The Neglected Factor in Foreign Language Research.

Pub Date-Oct 78
Note-25p.; Paper presented at Los Angeles Second Language Research Forum (Los Angeles, California, October 6-8, 1978) ; Page 16 may be marginally legible
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Body Language, *Communication Skills, Elementary Secondary Education, Higher Education, Interaction Process Analysis, *Language Instruction, Language Research, *Nonverbal Communication, Psycholinguistics, *Second Language Learning, *Sociolinguistics, Verbal Communication

It is contended that verbal and nonverbal behavior are necessary components of human communication and that they should be conceived of as inseparable elements when teaching a foreign language. It is suggested that the use of gestural dictionaries currently available could serve to close the gap between old and new methods of teaching during the present transition period and until adequate communication oriented textbooks have been prepared. Findings on nonverbal communication based upon research of Canadian children whose home languages were French and English are presented. Verbal and nonverbal behavior are correlated on the level of meaning and on the level of physiology. Implications for the language teacher include the fact that training students in kinesics should facilitate the training in phonetics and in sentence intonation. Extended research is needed on second kinesics acquisition before the teaching of foreign gesticulation can begin. An illustration, two charts, and a bibliography are included. (SW)

ED 171 106 FL 010 093

Benseller, David P., Editor

Proceedings, Pacific Northwest Council on Foreign Languages, Volume 28, Part 2: Second Language Teaching 77.

Pacific Northwest Council on Foreign Languages, Location Varies.

Pub Date-77

Note-134p.; Proceedings of the Annual Meeting of the Pacific Northwest Council on Foreign Languages (28th, Spokane, Washington, April 21-23, 1977)

Available from-PNCFL Publications, Dept. of Modern Languages, Montana State University, Bozeman, Montana 59715 (for non-members, $7.50 plus shipping charges)

Language-English; German; French; Spanish

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Bilingual Education, Bilingualism, Cultural Awareness, *Cultural Education, Diachronic Linguistics, Dialects, European

History, French, German, Instructional Aids, Interdisciplinary Approach, *Language Instruction, Language Laboratory Use, Language Tests, Linguistics, Linguistic Theory, Literature, Mexican Americans, Microteaching, Performance Based Teacher Education, Psychometrics, *Second Language Learning, Semantics, Sex Fairness, Spanish, *Study Abroad, Teacher Education, *Teaching Methods, Vocabulary Development

The twenty-eight papers that make up the second part of the proceedings of the twenty-eighth annual meeting of the Pacific Northwest Council on Foreign Languages cover a wide range of topics relating to foreign language teaching and linguistic theory: German culture and civilization; sexism in language; bilingual education; bilingualism and language assessment; French language, history and culture; foreign languages and international education; study abroad; Hispanic culture, history, literature and civilization; English loanwords in the Couxhobor dialect; an interdisciplinary linguistics program; historical development of languages; semantics; teaching culture; use of audio visual aids in vocabulary building; micro-teaching; using the radio; testing techniques; and developing teacher competencies. (AMH)

ED 171 107 FL 010 101

Abramson, Theodore
Evaluation of the Flexible Laboratory Instruction Program II.
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
Spons Agency-Bronx Community Coll., N.Y.
Pub Date-Jan 78
Grant-VEA-77-2-462
Note-24p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accounting, *Audiovisual Instruction, *Autoinstructional Programs, *Bilingual Education, College Students, Community Colleges, English (Second Language), Higher Education, *Learning Modules, *Program Evaluation, Second Language Learning, Spanish, *Spanish Speaking, Student Attitudes, Student Needs

An evaluation was made of the Flexible Laboratory Instruction Program II, a New York State project for the development and utilization of audiovisual modules to assist Spanish-speaking students in their basic accounting courses at Bronx Community College of the City University of New York. A description of the program and evaluation activities and data concerning student reaction and student usage of the modules is presented. Student reactions to the English versions of the sample modules were positive; responses of most of the 23 students indicated that they felt the materials were easily understood and would be helpful. The two Spanish modules were not well received by the Hispanic students. Sixty-three modules were completed and available for student use during the fall 1977 semester. Of the 114 students who borrowed these modules from the college library, 51 were Spanish-surnamed. Synchronization of the modules with regular course work is suggested. (SW)

ED 171 108 FL 010 123

Shaw, Willard David

Why Students Study English: A Trinational Study of Student Attitudes Towards English in Singapore, India, and Thailand.

Pub Date-Aug 78
Note-107p.; Best copy available
Pub Type- Reports - Research (143) - Dissertations/Theses (040)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Cultural Factors, *English (Second Language), English for Special Purposes, *Language Attitudes, Language Instruction, *Language Role, Language Skills, Language Standardization, *Language Usage, Native Speakers, *Official Languages, Second Language Learning, Social Dialects, Sociolinguistics, Standard Spoken Usage, Student Needs, *Student Opinion
Identifiers-India, Singapore, Thailand

In accordance with the growing trend in language teaching philosophy towards assessing learner needs before choosing methods and materials, this study concentrates on the attitudes of final year bachelor degree program students towards learning and using English. These 821 students from Thailand, India, and Singapore were majoring in the fields of: (1) English language, literature and teaching; (2) engineering; and (3) commerce/business. A closed format type of questionnaire with 111 items was used. The general conclusions drawn in the major areas studied were: (1) although use of English was primarily for international purposes, some English was used for intranational purposes; (2) reasons for studying English and the skills preferred overwhelmingly indicated instrumental rather than integrative needs; (3) if these students are representative of other groups and countries, the future growth of English to meet the development of a world society and international market seems to be a certainty; (4) expansion of English will be further aided by decolonization and indigenization of English, as it becomes less a symbol of imperialism, and more a valid candidate for an international language and a local language for intranational purposes; and (5) English is being accepted as the country's own language with native varieties and teachers. Appendices include lists of cooperating institutions and the questionnaire with some tabulated results. (MHP)

ED 171 109 FL 010 124

O'Brien, Maureen M.

Group Learning in the Language Classroom: The Use of the Strip Story as a Teaching and Learning Technique.

Pub Date-Aug 75
Note-83p.
Pub Type- Dissertations/Theses (040) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Characteristics, *Adult Students, Class Activities, *Communicative Competence (Languages), Conversational Language Courses, *English (Second Language), *Group Activities, Group Discussion, Higher Education, Instructional Materials, Language Attitudes, *Language Instruction, Listening Comprehension, Listening Skills, Second Language Learning, *Teaching Methods
Identifiers-*Strip Story Technique

Teachers of English as a second language need classroom communication activities to help students develop communicative competence. A procedure which uses a group-learning approach and which ensures real communication is the "Strip Story," an adaptation of scrambled story exercises in which each student is given one sentence of a story or anecdote at random; the sentences are numbered and the story must be reassembled strictly through verbal interaction. Five adult Japanese students were given the Strip Story exercises for a period of four weeks, with the hypothesis that student and group-oriented techniques like the Strip Story wherein students have ultimate responsibility for their learning, the teacher is a 'facilitator of learning,' and adult learner characteristics are respected produce increased listening comprehension and a more positive attitude toward English. Results showed that: (1) listening comprehension is an active process (not passive as is generally thought); (2) students use extralinguistic cues to convey meaning; (3) students produce real unpredictable communication, the problem itself stimulating interest; (4) a non-threatening atmosphere is more conducive to learning; (5) students are able to retain their own identity, as they draw on their own resources; and (6) students generally felt more positive about learning and speaking English. Further research is suggested, and strip stories and test results are appended. (Author/MHP)

ED 171 110 FL 010 205

Ulijn, J. M.

Conceptualization in Second Language Reading.

Pub Date-Aug 78

Note-19p.; Paper presented at the International Congress of Applied Linguistics (5th, Montreal, Canada, August 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Concept Formation, *Contrastive Linguistics, Interference (Language Learning), *Language Development, *Language Processing, Language Research, *Linguistic Theory, Models, *Psycholinguistics, Reading Comprehension, Reading Development, Reading Instruction, *Reading Research, *Second Languages

Second language reading research based on a psycholinguistic approach was undertaken. A model of the language user derived from the literature on first language acquisition was used. The role of conceptualization on second language reading, including the effects of interference and other factors in the first language, is discussed, and experimental evidence is presented. Educational implications are also considered. The model of the language user in man consists of six main systems: the speech or script recognizer, the sentence parser, the conceptual system, the lexicon, the sentence generator, and the articulator or handwriter. The functioning of the sentence parser and its reliance on the lexicon and the conceptual system is a central concern. First and second language contrasts and reading comprehension is discussed. A research approach of the SHADOK-project was replicated in which Dutch and French speaking adults read a French instruction for finding their way in an imaginary French town. Two sentence versions, one with a parallel structure and the other with a contrastive structure, were used. Reading in both the first and second languages was positively influenced by preliminary training with a city map. Conceptual analysis overruled syntactic analysis, and the difference between contrastive and parallel versions was minimal. A second experiment used the SHADOK apparatus instead of the city plan and translations of the text showed more difficulty for contrastive than for parallel versions. (SW)

ED 171 111 FL 010 225

Clausen, Jeanette, Comp. Tussing, Marjorie, Comp.

Affirmative Action in the Teaching of German: A Workshop on Erasing Stereotypes.

Pub Date-78

Note-24p.; Papers presented at the annual meeting of the American Association of Teachers of German (San Francisco, California, 1977)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Annotated Bibliographies, Cultural Awareness, Cultural Education, Females, Films, *German, Instructional Aids, Instructional Materials, *Language Instruction, Males, Publishing Industry, *Sex Discrimination, *Sex Fairness, *Sex Role, *Sex Stereotypes, Teaching Methods, Textbook Content, Textbooks

Summaries of workshop presentations dealing specifically with practical suggestions for dealing with sexism in instructional materials are presented here. The following topics are discussed: (1) sex bias in beginning texts by A. V. Willeke and R. H. Sanders a discussion of teaching strategies to counteract sex-role stereotyping arranged under the headings of grammar, lexical items, dialogues and readings, and a bibliography; (2) an analysis of documentary films for their presentations of sex stereotypes by B. Becker-Cantarino, including comments on the possibilities of identifying, understanding, and erasing sex stereotypes, and recommendations for influencing the production of nonsexist films and a bibliography; (3) what textbook authors can do to improve the stereotype of women a discussion of problem areas and a presentation of critical guidelines by W. A. von Schmidt; (4) a discussion from a publisher's perspective of publishers' responsibility to avoid stereotyping problems they must face and guidelines they are to follow, by C. Putnam; and (5) an annotated bibliography by Marjorie Tussing of English and German books and articles. (AMH)

Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 10 No. 1.

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).
Pub Date-79
Note-133p.
Available from-Max Hueber Verlag, 8045 Ismaning bei Munchen, Krausstrasse 30, Germany (15 German Marks)
Language-German
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Audiovisual Aids, English (Second Language), German, Information Systems, *Language Instruction, *Language Research, *Linguistics, *Modern Languages, *Reference Materials, *Second Language Learning, *Teaching Methods

This annotated bibliography on the teaching of modern foreign languages is the product of a West German information dissemination system that is similar to ERIC. The bibliography is published quarterly and lists items compiled in conjunction with the ERIC Clearinghouse on Languages and Linguistics as well as with a number of institutions all over the world. Most of the 266 items in this issue appeared in 1977 and 1978 but some are dated earlier. Although the items deal primarily with modern language instruction several other areas of linguistics are considered. The entries include mostly German, English, French and Russian titles. The publication is composed of three main sections: (1) an alphabetical author/title listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items in German; and (3) a subject index developed from the descriptor terms assigned to each entry. These three main sections are preceded by directions on the use of the bibliography and lists of sources cited periodicals, publishers and institutions. The publication concludes with a cross-reference index of author/title to entry number. (TL)

ED 171 113 FL 010 252

Burnaby, Barbara J. Anthony, Robert J.

Orthography Choice for Cree Language in Education. Working Papers on Bilingualism, No. 17.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Spons Agency-Department of the Secretary of State, Ottawa (Ontario).

Pub Date-Apr 79

Note-28p.

Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M58 1V6 (As long as supply lasts)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Alphabets, *American Indian Languages, Beginning Reading, Bilingual Education, *Cree, Decoding (Reading), Graphemes, Language Research, Language Skills, Ojibwa, Orthographic Symbols, Phoneme Grapheme Correspondence, Phonemes, Phonemic Alphabets, Phonetic Transcription, Psycholinguistics, Reading Instruction, *Reading Skills, *Romanization, Second Language Learning, *Written Language

This study examined the psycholinguistic implications of using either of two different types of orthography syllabic and roman in Native language programs for Cree children with regard to readability, learnability, and the transfer of reading skills to and from reading in an official language (English or French). This study can also be applied to Ojibwa and Montagnais languages, which share structural features and orthographic problems with Cree. Elementary school children in Ontario of Cree background were studied both through limited research conducted on a psychological level and more broadly through reading instruction classes in bilingual education programs. While the orthographies of the official languages represent a more abstract level, both types of Cree orthographies tend to represent the phonemic level and generally operate similarly. Results show the following differences: (1) it may be easier for very young children to manipulate syllables rather than phonemes; (2) words written in syllabics may be shorter and less complex than those written in the roman script; (3) certain grapheme reversals may cause more problems for learners of syllabics than of the roman system; and (4) if students are going from one orthography to a different type (syllabics to official language and vice versa), they will have to learn new materials and concepts. However, if the transfer is made from a Native roman orthography to an official language or vice versa, the risk of confusion of the two systems is much greater. Implications for further research are discussed. (Author/MHP)

ED 171 114 FL 010 253

Brent-Palmer, Cora

A Sociolinguistic Assessment of the Notion 'Im/migrant Semilingualism' from a Social Conflict Perspective. Working Papers on Bilingualism, No. 17.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Spons Agency-Department of the Secretary of State, Ottawa (Ontario).

Pub Date-Apr 79

Note-45p.

Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M58 IV6 (As long as supply lasts)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingual Education, Code Switching (Language), Cognitive Development, *Cognitive Tests, Cross Cultural Studies, Culture Conflict, Ethnography, Immigrants, Language Attitudes, Language Research, Linguistic Borrowing, *Linguistic Competence, Linguistic Performance, Migrants, Nonstandard Dialects, *Second Language Learning, Social Factors, *Sociocultural Patterns, Socioeconomic Status, *Sociolinguistics, Testing

Identifiers-*Semilingualism, Threshold Level

This study challenges the Toukamaa and Skutnabb-Kangas theory of semilingualism and suggests that an integrated set of sociological and sociolinguistic factors can predict the performance of minority bilinguals in school. Semilingualism is described as a low level of competence in the minority language, a linguistic handicap that prevents the individual from acquiring the linguistic skills appropriate to his original language capacity in any language. Within the framework of a social conflict theory of power, sanctions, and conflict, where there are subordinate and dominant language groups, numerous examples are presented of social class and language-related differences that suggest that existing bilingual education programs neither provide for nor test for ethnolinguistic differences. Because subordinate immigrant language groups develop contact-dialects and non-standard varieties of both the native and the dominant language, instruction in the schools could be built around the vernacular and allow for gradual transition to standard versions of either the native or the dominant language. Conventional researchers from dominant language groups need to take into account sociological and sociolinguistic factors that contribute to subordinate language groups' use of the dominant language. Information is needed for: (1) support for the subordinate languages in education; (2) degree of language shift in the subordinate language community; (3) the contrast between the home language code/performance style and that of the school; and (4) ways that teaching and testing can be changed to accommodate subordinate language-group children. (Author/MHP)

ED 171 115 FL 010 257

Taiwo, C. O.

The Mother Tongue as a Means of Promoting Equal Access to Education in Nigeria: Problems and Solutions. Linguistic Documentation for Developing Countries: Cases, Problems, Solutions.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-14 May 76

Note-24p.; Text may be difficult to read because of broken type

Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Access to Education, Educational Coordination, *Educational Policy, Elementary Secondary Education, English, Federal Government, Foreign Countries, *Government Role, Higher Education, *Language of Instruction, *Language Planning, *Official Languages, State Government

Identifiers-*Nigeria

This study focuses on the problems arising from the use of the mother tongue in education in Nigeria and the solutions that are being attempted. It is an extension of an earlier comprehensive review of the mother tongue as a means of promoting equal access to education. To outline the problems involved, the various bodies and institutions involved in the use of the mother tongue in education are discussed. Problems facing the states include: (1) lack of qualified teachers of the mother tongue; (2) poor development and uncoordinated efforts at development; (3) the low status of the languages and the lack of literature aimed at sufficiency and adequacy of the languages as media of instruction; (4) need for revision and updating of orthographies; (5) avoidance by the mass media of scientific and technical themes when using Nigerian language; (6) negative attitudes of parents; (7) the high status of English generally and in education; and (8) the transfer from the mother tongue to English as a medium of instruction. It is concluded that the main problem is language policy, the sufficiency of the mother tongue as a medium of instruction, and teacher training. (SW)

ED 171 116 FL 010 259

Zierer, Ernesto, Comp.

Second-Language Teaching in a Plurilingual Context.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-77

Note-36p.; Papers presented at the meeting of experts on language teaching in a bi- or plurilingual and multicultural environment (Paris, France, December 19-23, 1977); Type broken at places, may be difficult to read

Pub Type- Collected Works - Proceedings (021) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, *Bilingual Education, Bilingualism, *Cultural Pluralism, Elementary Secondary Education, Higher Education, *Language Instruction, *Language Planning, Multicultural Education, *Multilingualism, Program Development, *Second Language Learning, Sociolinguistics

Identifiers-UNESCO

This conference report of a UNESCO meeting concerns the aspects that are essential in planning and implementing a second language teaching program in a plurilingual context. The relevance of the following kinds of factors are described: (1) the variety of plurilingual contexts; (2) the specific didactic components of teaching a second language in such contexts; (3) the designing, organizing and implementing of a program in accordance with the type of plurilingual context; and (4) the special teacher qualities. Primary and secondary level programs, kindergarten programs, college level programs, and adult education programs are considered. The term plurilingual context'' refers to a situation where people of different native language backgrounds communicate and also conveys the meaning of the term bilingual.'' To illustrate different kinds of plurilingual contexts, a variety of situations of home-language(s) versus school-language(s) are described. A systems approach for elaborating a didactic model for a second language teaching program for a plurilingual context is suggested. (SW)

ED 171 117 FL 010 269

Pinton, Giorgio Alberto, Ed.

El Dia y Mi Libertad (The Day and My Liberty).

Pub Date-78

Note-134p.

Language-Spanish; English

Pub Type- Collected Works - General (020) - Creative Works (030)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Composition (Literary), Cultural Background, Cultural Differences, Cultural Factors, Cultural Isolation, Culturally Disadvantaged, Educationally Disadvantaged, Ethnic Groups, Institutionalized Persons, Minority Groups, Non English Speaking, *Poetry, *Prisoners, *Puerto Rican Culture, *Puerto Ricans, Social Influences, Social Isolation, Spanish Speaking

A collection of 99 writings in Spanish, predominantly poetry, by Puerto Ricans in a correctional institution, is presented here. The introduction gives the following information: (1) a quantitative profile,'' including information on the education, age, and scores on selected tests of the inmates; and (2) a qualitative profile,'' including historical and sociocultural information and interpretation of it. Cultural and linguistic differences of Puerto Ricans are discussed as well as the difficulties they experience in adapting to mainland United States culture and standards. Educational factors such as a complex system of testing that was conceived with a different audience in mind are noted. This collection of poetry and prose is intended as a demonstration of the depth of the authors' thoughts and the power of their feelings as well as a general profession of their humanity and their attachment to human and social values. The writings have been kept untouched. It is noted that they could constitute material for the study of Puerto Rican as a dialect of Spanish. For this reason a chart of linguistic variations is provided. (Author/AMH)

ED 171 118 FL 010 270

Dubin, Fraida

Assessing Sociolinguistic Elements for Inclusion in Second Language Courses.

Pub Date-Oct 78
Note-15p.; Paper presented at the Los Angeles Second Language Research Forum (2nd, Los Angeles, October, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Applied Linguistics, Communication Skills, *Communicative Competence (Languages), Cross Cultural Studies, Cultural Context, *Cultural Factors, *English (Second Language), *Language Instruction, Nonverbal Communication, Pragmatics, *Second Language Learning, Social Behavior, Social Influences, *Sociolinguistics

Considerations for communicative competence instruction in second language courses are largely undefined as to exactly what topics of appropriate behavior or rules of social interaction should be included. Sociolinguistics can provide second language teachers with an abundance of analytical material regarding the underlying cultural implications of interaction in English. Following such a recommendation, an ongoing project at the American Language Institute of the University of Southern California utilized an observational and self-assessment questionnaire given to both international students and Americans to test for sociolinguistic needs in acquiring communicative competence. It was found that: (1) both groups replied very similarly with respect to their ability to use appropriate English for interacting in particular social situations, but perhaps for different culture-bound reasons; (2) Americans could not accurately predict how international students would judge themselves; and (3) Americans' subjective evaluations of the international students' classroom performances in role-plays were more critical than those students' self-assessments, perhaps because each group viewed the situations through different culture-bound filters. It is suggested that the questionnaires be designed to explain why students respond as they do (for example, is the interaction rude, funny, or impolite?). Further development of role-plays, sensitizing exercises, and other classroom strategies might give students more sociolinguistic-oriented information about the language they are practicing. The questionnaire used is appended. (MAP)

ED 171 119 FL 010 272

Boone, Eleanor C., Comp. And Others

Resources for TESOL Teaching: A Handbook for Teaching English to Speakers of Other Languages. Program & Training Journal Reprint Series, No. 26.

Peace Corps, Washington, D.C.

Pub Date-Sep 78

Note-216p.

Available from-Volunteers in Technical Assistance, 3706 Rhode Island Avenue, Mt. Rainier, Maryland 20822

Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Communicative Competence (Languages), *English (Second Language), *Grammar, *Language Instruction, Language Skills, *Language Teachers, Orthographic Symbols, Phonetic Transcription, Pronunciation Instruction, Reading Skills, Resource Guides, *Second Language Learning, *Teaching Techniques, Verbs, Vocabulary Development, Writing Skills

This resource guide for teachers of English to speakers of other languages contains two sections, one dealing with resources and the second dealing with the language itself. The first section contains teaching ideas, techniques, and suggestions on how to present, develop, and reinforce pronunciation, grammar, vocabulary, reading, writing, and conversation. An additional chapter on games as techniques for reviewing the language skills already taught is included. The second section deals with the following aspects of language: (1) a comparison of four phonetic alphabets; (2) examples of minimal pairs; (3) glossary of grammatical terms; (4) irregular verbs; (5) verb tenses; (6) different ways of expressing the future; (7) troublesome verbs; (8) modal auxiliaries; (9) two-word verbs; (10) prefixes and suffixes; (11) Latin and Greek roots; (12) vocabulary categories; (13) commonly used words; (14) question types; (15) punctuation rules; (16) spelling rules; (17) British and American spelling differences; (18) weights, measures, distances, and their metric equivalents; and (19) visual aids. An annotated bibliography of English as a second language (ESL) materials and an article by Brenda Gates on the development of ESL materials that relate to students' everyday lives and futures are included. Additionally, a list of the manuals and reprints currently available for volunteers who want to develop lessons and classes focusing on basic human needs is provided. (SW)

ED 171 120 FL 010 275

Beardsmore, Hugo Baetens Lee, E. J.

Report on the Postgraduate Course in Scientific English to Students from the Faculte des Sciences, Universite Libre de Bruxelles.

Pub Date-78
Note-16p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Admission Criteria, Class Activities, *Communicative Competence (Languages), Course Content, *Course Evaluation, Course Objectives, *English for Special Purposes, Group Discussion, Higher Education, Instructional Materials, *Language Instruction, *Language Proficiency, Linguistic Competence, Post Testing, Pretesting, Scientists, Second Language Learning, Skill Development, Speech Communication, *Teaching Methods

An experimental course in English for non-English speaking post graduate research students is described here. The course was intended to enable the students to use English efficiently in exchanges related to their profession. The selection process, teaching methods, and the exit test'' are described and a discussion of the adequate and inadequate aspects of the course is given. The entry tests were in spoken English, grammar, and listening comprehension coupled with written production. During the course two teachers were involved, one generally presenting the material and the other facilitating group discussion. Films, slides, articles, closed-circuit television, language laboratory sessions, and personal tape recorders were used extensively along with teacher-directed private study. At the end of the course, the test of spoken English and the listening comprehension test, administered on entry, were given. A third test was added to measure oral fluency based on activities of the course. Evaluation of the course revealed a noticeable inadequacy in the ability of students to read a paper or present material from private notes. Although proficiency in listening comprehension, oral production, and limited written production all showed improvement, it was indicated that higher standards might be reached with the use of more course-specific materials. Several recommendations are provided in the light of this pilot experience. (AMH)

ED 171 121 FL 010 276

Seliger, Herbert W.

Data Sources and the Study of L2 Speech Performance: Some Theoretical Issues.

Pub Date- 78

Note-23p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communicative Competence (Languages), Grammar, Intonation, *Language Processing, *Language Research, Linguistic Competence, *Linguistic Performance, *Linguistic Theory, Psycholinguistics, *Second Language Learning, Semantics, *Speech Communication, Suprasegmentals, *Verbal Communication

Speech performance data, including hesitations in the stream of speech, fragmented words or phrases, retracings, and the use of intonation contours for noncommunicative purposes, are examined. It is proposed that these types of speech phenomena are indicative of underlying hypothesis testing and utterance planning strategies. Data produced by 48 second language adult learners in spontaneous face-to-face speech situations were examined. A production model of speech shows the likely component parts of the utterance planning chain, the covert planning and acquisition strategies that may be associated with this component, and the overt language behavior correlates of these covert processes. At the initial stage of utterance planning the second language speaker must first select the focus for his own utterance. After the focus has been determined, the speaker begins to develop the semantic content, or the abstract psychological or conceptual base, of his utterance. Speech samples of the English as a second language learners are presented that illustrate these two stages of the speech process. (SW)

ED 171 122 FL 010 280

Frink, Orrin

Curriculum and Pedagogical Parameters in Developing a Program in Russian Translation.

Pub Date-Dec 78

Note-11p.; Paper presented at the annual meeting of the American Association of Teachers of Slavic and East European Languages (New York, New York, Dec. 27-29, 1978)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bachelors Degrees, *College Language Programs, College Majors, Curriculum Development, Higher Education, Independent Study, *Language Instruction, *Modern Language Curriculum, Professional Training, Program Development, *Russian, Second Language Learning, *Translation

Identifiers-Iowa State University

After presenting evidence that there is a wide gap between teaching a language and translating a language, reasons for proposing a program in Russian translation are offered. The proposed program for Iowa State University will be selective in admission of undergraduate Russian majors. The program will lead to a certificate in conjunction with the bachelor's degree in Russian. Instruction will involve supervised and guided independent study on an individual basis. The student will be required to produce real translations for a real local consumer. Fifteen quarter credits over the courses normally required for the Russian major will be involved. (SW)

ED 171 123 FL 010 286

Dugas, Don

Croque-Carotte le Terrible (Crunch-Carrot the Terrible).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77

Note-49p.; Some color drawings may not reproduce well

Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($3.00)

Language-French

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bilingual Education, Cultural Education, Ethnic Groups, *Fantasy, *French, Illustrations, Instructional Materials, Language Instruction, *Reading, *Reading Instruction, Reading Materials, *Symbols (Literary), *Tales

Identifiers-Elementary Secondary Education Act Title VII

This French reader, intended for use in a bilingual education setting, tells the story of a monster, "Croque-Carotte," who served Franco-American villages in the days when people believed in monsters. The story tells of the monster's difficulties in plying his trade because of the sadness of the people. Eventually two children discover his secret and, in front of their whole village, win his affection. Most pages are illustrated with color drawings. (AMH)

ED 171 124 FL 010 293

Dobozy, Maria

Vowel Harmony and Code-Mixing: A Description of Phonemic Substitution in an American-Hungarian Text. Kansas Working Papers in Linguistics, Volume 3.

Kansas Univ., Lawrence. Dept. of Linguistics.

Pub Date-Jun 78

Note-16p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bilingualism, *Code Switching (Language), *Comparative Analysis, *Contrastive Linguistics, *English, *Hungarian, Morphology (Languages), *Phonemes, Phonology, Textbooks, *Vowels

Identifiers-*Code Mixing (Languages), *Vowel Harmony

The phonological rules at work in code-mixing of Hungarian and English are described, with special reference to Hungarian vowel harmony and its influence on the entire system. The corpus available for describing this code-mixture is a written text in the form of a casually written letter. Both Hungarian and English orthographic rules have influenced the text. Hungarian vowel harmony, the substitution of Hungarian vowel phonemes in English words, and suffix vowels in the text are described. It is concluded that the ability to replace English with Hungarian phonemes so that the word meant is readily understandable to a bilingual speaker results from the fact that both languages possess many corresponding phonemes. In English words containing vowels which correspond and can be substituted, English pronunciation appears to take precedence over spelling pronunciation. The extra English phonemes are also generalized to fit into the Hungarian system. (SW)

ED 171 125 FL 010 295

Gathercole, Virginia C.

Towards a Universal for Deictic Verbs of Motion. Kansas Working Papers in Linguistics, Volume 3.

Kansas Univ., Lawrence. Dept. of Linguistics.

Pub Date-Jun 78

Note-19p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Contrastive Linguistics, English, German, Indonesian, Japanese, *Language Research, *Language Universals, *Linguistic Theory, Mandarin Chinese, Native Speakers, Nepali, *Semantics, Spanish, Tamil, Thai, Turkish, *Verbs

Identifiers-Croatian

Data from eleven different languages were collected to study the uses

of deictic verbs of motion in order to discover possible universals for the semantics of such verbs. The languages, many of them unrelated or distantly related, are: Croatian, English, German, Indonesian, Japanese, Mandarin, Nepali, Spanish, Tamil, Thai, and Turkish. Native speakers were asked to produce sentences in their languages according to the format described in Gathercole (1977). An analysis of the uses of come'' and go'' is presented. It is concluded that the uses of deictic verbs in the languages can be specified in terms of a small number of semantic components, some of which are assertional and some of which are presuppositional. Future research is needed to determine to what extent these components are universal and why, in any given language, a particular subset of these components for come'' and go'' is used. (SW)

ED 171 126 FL 010 297

Dromi, Esther

The Use of Locative Prepositions by Hebrew Speaking Children 2:0 - 3:0 Years Old. Kansas Working Papers in Linguistics, Volume 3.

Kansas Univ., Lawrence. Dept. of Linguistics.
Pub Date-Jun 78
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language, Function Words, *Grammar, *Hebrew, *Language Development, Language Processing, *Language Research, *Linguistic Competence, Linguistic Theory, Morphology (Languages), Perceptual Development, Preschool Children, Psycholinguistics, Semantics, *Speech Communication, Verbal Communication
Identifiers-*Prepositions

The use of locative prepositions in the spontaneous speech of 30 Hebrew speaking children two to three years old was studied. The rank order of locative prepositions is determined according to the correct use in obligatory contexts, and tentative conclusions are drawn concerning the order of acquisition of these terms in Hebrew. An attempt is made to examine the role of cognitive complexity and formal linguistic complexity in determining that order. Special reference is made to the form of this expression in Hebrew, and the following hypotheses are proposed: (1) prefixed locatives are more salient for children than whole word prepositional locatives, and (2) morphological complexity is a determinant factor in the acquisition of new forms. Out of a total of 4,294 spontaneous utterances, only 439 utterances contained obligatory contexts for locative prepositions. The children supplied the expected prepositions in all but 49 of these. The Hebrew data show that not only correct productions increase with mean length of utterance (MLU), but so does the total number of obligatory contexts for locative prepositions. The data support the assumption that children require semantic coherence and that they try to look for a one-to-one mapping between ideas and linguistic units. No consistent preference for one preposition over another was found. Enclitic prefixed prepositions seems to be acquired before full word prepositions that share the same locative notions, and morphological complexity seemed to act as a determinant in the acquisition of locative prepositions in Hebrew. (SW)

ED 171 127 FL 010 298

Simpson, Greg

Static and Dynamic Properties as Bases for Children's Categorization. Kansas Working Papers in Linguistics, Volume 3.

Kansas Univ., Lawrence. Dept. of Linguistics.

Pub Date-Jun 78

Note-13p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language, *Cognitive Development, *Comprehension Development, *Language Development, Language Processing, *Language Research, Linguistic Theory, Perceptual Development, Preschool Children, Psycholinguistics, *Semantics, Verbal Development

A study was conducted to test whether three, four, and five-year-old children would be better able to use either static or dynamic properties for grouping objects, and whether performance under these conditions would be better than when no property was given. One of the two study tasks, the free sort, also used by Rosch et al. (1976), asked children to select from pictures those that showed the same kind of thing. In the other task, the property sort, the children were shown sets of pictures and asked to select those that had some specific property in common, which was either static (something the object had) or dynamic (something the object did or that could be done to it). Sorting trials were also divided into superordinate and basic level sorts to see if any difference between property types might vary as a function of the level of abstraction. At least at the superordinate level of abstraction, the younger subjects were better able to categorize pictures when they were given a property by which to group them than when they were not. Of the two kinds of properties, dynamic seemed to aid performance more than static. This superiority of dynamic properties was present only in the younger subjects. (SW)

ED 171 128 FL 010 299

More, John Blake

The Relative Clause in Child Language: A Review. Kansas Working Papers in Linguistics, Volume 3.

Kansas Univ., Lawrence. Dept. of Linguistics.
Pub Date-Jun 78
Note-13p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language, *Grammar, *Language Development, *Language Processing, *Language Research, *Linguistic Theory, Nominals, Preschool Children, Psycholinguistics, Sentence Structure, Syntax, Verbs

Studies on the acquisition of relative clauses are reviewed. Two polarities among a variety of possible approaches are: Slobin's (1971) study that emphasizes acquisition process and learning strategies, and studies like Sheldon's (1974) that emphasize the linguistic structures involved. Early proposals that children experience more difficulty in processing discontinuous, as distinct from contiguous elements, have been contradicted by the parallel function hypothesis. More recent studies tend to emphasize an examination of the processing heuristics used by children, and they show that at times children have no adequate processing strategies. Most studies of relative clause acquisition report on experiments in which children were instructed to act out the content of sentences containing relative clauses by manipulating toy animals. By observing children's responses over the course of many experiments, investigators have been able to systematize children's responses into a number code of response types, which can be classified into a particular sentence type. All of the reviewed studies have in common that they suggest new avenues of approach to an understanding of children's acquisition of relative clauses. (SW)

ED 171 129 FL 010 304

Woodward, James Markowicz, Harry

Some Handy New Ideas on Pidgins and Creoles: Pidgin Sign Languages.

Pub Date-Jan 75
Note-39p.; Paper presented at the International Conference on Pidgin and Creole Languages (Honolulu, Hawaii, January 6-11, 1975)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Communication (Thought Transfer), Creoles, *Deaf, Finger Spelling, Grammar, Language Attitudes, Language Standardization, *Language Usage, Language Variation, *Manual Communication, Phonology, *Sign Language, *Sociolinguistics, Structural Linguistics, Suprasegmentals
Identifiers-American Sign Language, *Pidgin Sign English

The study of pidgin and creole languages, usually emphasizing oral language codes, offers insights into language, especially as an observably dynamic phenomenon. However, channel is highly influential on the surface form of the language code. Pidgin sign language codes, not dependent on oral language codes, can serve as an ideal forum for the discussion of universality and uniqueness in pidgins and creoles. Code structure of these pidgins is relatively unexplored and the channels of the pidginized languages heavily influence surface code structure. One pidgin sign language, Pidgin Sign English (PSE), has developed out of the U.S. sociolinguistic situation of the deaf community where communication is necessary between the deaf and the hearing. PSE comes from American Sign Language (ASL), which is channeled through the manual-visual modality, and English, channeled through the oral-aural modality. Several grammatical, functional (phonological), and linguistic characteristics of PSE can be discussed, such as: (1) the progressive aspect; (2) negative incorporation; (3) agent-beneficiary directionality; (4) copula; (5) the perfective aspect; (6) articles; (7) plurality; (8) number incorporation; (9) phonology, especially suprasegmentals; (10) handshapes, places and movements; (11) the written language; (12) reduction and admixture; (13) restricted inter-group use; and (14) the relationship of these areas to a dynamic theory of pidgin and creole languages. PSE may serve the vital function of fostering development of the deaf subculture with minimal long-term cultural interference from the hearing community. (Author/MHP)

ED 171 130 FL 010 307

Schmidt, Richard W.

Getting What You Want in a New Language: The Acquisition and Use of English Directives by Non-Native Speakers.

Pub Date-Oct 78

Note-15p.; Paper presented at the Los Angeles Second Language Research Forum (2nd, Los Angeles, California, October, 1978).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Language, Communication Skills, *Communicative Competence (Languages), *English (Second Language), Language Development, Language Patterns, Language Processing, *Language Proficiency, *Language Research, Language Skills, *Language Styles, Language Usage, Native Speakers, Non English Speaking, *Second Language Learning, *Speech Communication, Speech Skills, Transfer of Training

Identifiers-Speech Acts

It is possible to communicate effectively in a second language in spite of highly deviant pronunciation and grammar as long as messages are semantically coherent and message forms are reasonably appropriate. Until now, research in second language acquisition has focused principally on the processes through which non-native speakers move towards native-like grammatical competence. However, there has been little study about how and why non-native speakers learn to say what is appropriate and socially correct in their new language and speech community. The present study is concerned with the insights that the theory of speech acts can contribute to our view of second language acquisition by examining the use of English directives by non-native speakers. Data sources include questionnaires given to speakers of English in service encounters, journals, and interviews. Because social blunders are considered embarrassing, excuses for them are often offered rather than explanations, although mother tongue interference is considered at times. The data gathered for this study indicate that transfer is not the only factor that accounts for differences between native and non-native use of directives. Learning and communication strategies similar to those identified for the acquisition of grammatical competence are at work in the development of communicative competence as well, and individual second language learners vary considerably in the strategies they use. (Author/AMH)

ED 171 131 FL 010 315

Lehtonen, Jaakko
Theory and Methods of Contrastive Phonetics.
Jyvaskyla Univ. (Finland).
Pub Date-78
Note-11p.; Paper presented at the International Colloquium on Contrastive Linguistics and the Science of Translation (3rd, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Comparative Analysis, *Contrastive Linguistics, *English, Error Analysis (Language), *Finnish, Interference (Language Learning), *Language Research, Linguistic Theory, Models, *Phonetic Analysis, Phonetics, *Speech Communication, Verbal Communication

This paper defines contrastive phonetics and discusses phonetic work in the Jyvaskyla Contrastive Project, the background theory of contrastive analysis, and expansion of the framework of contrastive phonetics. Contrastive phonetics is defined as a method which is used to compare the similarities and differences in the chain of speech communication between two languages, (i.e., similarities and differences in the phonetic processes taking place in the production and perception of speech). It is claimed that traditional contrastive phonology is insufficient to explain many of the difficulties that are met by foreign language students as a result of interference in the phonetic processing of speech. Traditional contrastive analysis must be supplemented by an analysis of the phonetic structures in the native and target language and in the approximative systems of foreign language students. The method of contrastive phonetics involves an empirical analysis of the entire chain of speech communication as employed by speakers of both languages as well as an analysis of the interlanguage from the viewpoint of both the sender and the receiver of the linguistic message. Experiments with native speakers of English and Finnish speakers of English are reported. (SW)

ED 171 132 FL 010 323

Sajavaara, Kari Lehtonen, Jaakko

The Finnish-English Contrastive Project: Status and Progress Report. Further Contrastive Papers, Jyvaskyla Contrastive Studies, 6. Reports from the Department of English, No. 7.

Jyvaskyla Univ. (Finland). Dept. of English.
Pub Date-78
Note-25p.
Available from-Department of English, University of Jyvaskyla, 40100 Jyvaskyla 10, Finland
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Comparative Analysis, *Contrastive Linguistics, *Discourse Analysis, *English (Second Language), *Error Analysis (Language), *Finnish, Grammar, Language Instruction, Language Research, Phonology, Pronunciation Instruction, *Second Language Learning, Surface Structure

A project designed to gather information about similarities and differences that may be important for teaching English to Finnish learners, and, to a certain extent, for teaching Finnish through English, was conducted through a systematic comparison of the two languages and an analysis of instances where the two languages come into contact. In the early stages of the project the major emphasis of the grammatical studies has been on contrasting grammatical surface structures in the two languages on the basis of translation equivalence. In addition to contrastive analyses, the project has also included error analysis, textbook analysis, and the study of certain aspects of language acquisition. Early phonological studies of the project have been different from the traditional framework of contrastive analysis. More recently, traditional contrastive analysis has been expanded to include contrastive discourse analysis. In this phase, the language user's communicative competence as a whole is the object of study, and attention is paid to all linguistic, psychological, and sociological parameters that are involved in the communication process. Theoretical considerations are addressed in the analysis. (SW)

ED 171 133 FL 010 324

Sajavaara, Kari And Others
Influence of English on Modern Finnish: Preliminary Report on a Research Programme. Further Contrastive Papers, Jyvaskyla Contrastive Studies, 6. Reports from the Department of English, No. 7.
Jyvaskyla Univ. (Finland). Dept. of English.
Pub Date-78
Note-22p.
Available from-Department of English, University of Jyvaskyla, 40100 Jyvaskyla 10, Finland
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comics (Publications), *Cultural Factors, *English (Second Language), Fiction, *Finnish, *Language Research, Language Usage, *Linguistic Borrowing, Morphology (Languages), Newspapers, Periodicals, Phonology, *Second Languages, Semantics, Syntax, Television
Identifiers-*Anglicisms

A study of the influence of English on modern Finnish was designed to determine how Anglicisms are used, how they are understood, and how they are adapted to the Finnish language system. Features of present-day Finnish were analyzed to discover to what extent the Finnish language and the Finns' sense of language are changing. Anglicisms were studied on the lexical, morphological, phonological, semantic, syntactic, pragmatic, and cultural level. The first study phase involved material collection and classification. Additional studies will test the validity of the collected material with Finns from varying backgrounds and will analyze types and uses of Anglicisms in the Finnish language. The research material was classified as literary material and literary and visual material. Under literary material are the following: advertisements, manuals, instructions, trade names, job announcements, news, pop magazines and pop music, popular fiction, and fiction. Under literary and visual material are television programs, comics, and advertisements. Previous work on Anglicisms are briefly reviewed. (SW)

Lehtonen, Jaakko
On the Principles of Finnish Orthography. Further Contrastive Papers, Jyvaskyla Contrastive Studies, 5. Reports from the Department of English, No. 7.
Jyvaskyla Univ. (Finland). Dept. of English.
Pub Date-78
Note-23p.
Available from-Department of English, University of Jyvaskyla, 40100 Jyvaskyla 10, Finland
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Contrastive Linguistics, English, *Finnish, Language Patterns, *Orthographic Symbols, Phonetics, *Phonetic Transcription, *Phonology, *Spelling
Identifiers-Orthography

This discussion of Finnish orthography notes the regularity of the language in the relation of spelling and sounds. Finnish orthography has been depicted as having no inconsistencies in the spelling; it is phonological or phonemic. The principle of phonological spelling involves two requirements: (1) the actual phonological condition, and (2) the principle of the linearity of the segments. Contrast is made to English orthography, an example of an inconsistent spelling convention. Weak points of Finnish orthography, especially as regards children's learning of reading and writing, are considered. Cases where the spelling of Finnish deviates from its "convergence to pronunciation" concern those cases where there is linguistic information in speech that cannot be conveyed by writing or where writing does not display all the phonological variations in the language. The adoption of many foreign words wherein the relation of letters to sounds deviates from the native system, is described. Implications of Finnish orthography for foreign language learning are also addressed. (SW)

ED 171 135 FL 010 326

Herranen, Tauno

Errors Made by Finnish University Students in the Use of the English Article System. Further Contrastive Papers, Jyvaskyla Contrastive Studies, 5. Reports from the Department of English, No. 7.

Jyvaskyla Univ. (Finland). Dept. of English.
Pub Date-78
Note-23p.
Available from-Department of English, University of Jyvaskyla, 40100 Jyvaskyla 10, Finland
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Determiners (Languages), *English (Second Language), *Error Analysis (Language), *Finnish, Function Words, Grammar, Higher Education, *Language Research, Language Skills, Morphology (Languages), Sentence Structure, *Structural Analysis, Syntax

Errors made by Finnish university students in the use of the English article were analyzed using two types of error analyses: a traditional type of error analysis to provide an overall view of the errors found in students' compositions; and a multiple-choice test devised on the basis of the findings and shortcomings of the first test. With the first test, the number of correct responses are unknown, but with the second test, the errors are compared with the correct uses of the article. For the first test, data were collected from literature examination answers provided by 90 students of English from all levels of study. The second test was given to 45 first-year students of English, and test items chiefly represented generic and unique references, as well as other frozen uses of the article. Errors are described in terms of: (1) the total number of errors classified according to linguistic categories, (2) hierarchy of difficulty based on relative frequencies in test two, (3) errors classified according to the strategies employed by students, and (4) hierarchy of difficulty based on the strategies employed by the students. Strategies included omission of a'' and the,'' addition of a'' and the,'' a'' instead of the,'' and the'' instead of a.'' Defects in the present teaching system and suggestions for improvement are offered based on the findings. (SW)

Pasanen, Maija-Liisa
Finnish and English Verbs of Vision. Further Contrastive Papers, Jyvaskyla Contrastive Studies, 6. Reports from the Department of English, No. 7.
Jyvaskyla Univ. (Finland). Dept. of English.
Pub Date-78
Note-28p.
Available from-Department of English, University of Jyvaskyla, 40100 Jyvaskyla 10, Finland
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Comparative Analysis, Componential Analysis, *Contrastive Linguistics, Distinctive Features, *English, *Finnish, Language Usage, *Linguistic Theory, *Semantics, *Verbs, Vocabulary

Finnish visual verbs and the corresponding terms in English are examined to reveal similarities and dissimilarities in the two semantic fields on the basis of translation equivalence. The contrastive analysis describes how the vocabularies of two genetically unrelated languages interpret the visual activity of seeing and looking, and what kind of aspects the terms indicating vision reflect of that visual experience. The verbs are divided into three main categories: verbs expressing the faculty of sight, perceptional seeing, and intentional seeing. Within these main categories, the verbs have been further classified into subcategories on the basis of their semantic properties. All of the Finnish subcategories of perceptional seeing have corresponding categories in English. One category which is not represented in the Finnish field concerns the idea of failing to see something. English perceptional verbs appear to be generally more specific than the corresponding Finnish terms. The quantity of verbs of intentional seeing exceed the number of verbs of perceptional seeing in both languages. (SW)

ED 171 137 FL 010 328

Rasanen, Anne

Variations in View of Acceptability: Report on an Experiment. Further Contrastive Papers, Jyvaskyla Contrastive Studies, 6. Reports from the Department of English, No. 7.

Jyvaskyla Univ. (Finland). Dept. of English.
Pub Date-78
Note-30p.
Available from-Department of English, University of Jyvaskyla, 40100 Jyvaskyla 10, Finland
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*English (Second Language), *Finnish, Grammar, Language Attitudes, Language Instruction, Language Research, *Language Teachers, *Language Usage, *Native Speakers, Psycholinguistics, *Sociolinguistics, Syntax

The effect of Finnish language experiences on the way native speakers of English evaluate errors made by Finns in producing English was examined. The study was designed to show the role of the criterion of acceptability in the evaluation process and to establish some of the sociolinguistic and psycholinguistic factors that may affect the acceptability scale of a native speaker. Study variables include: age of the native speaker, whether the speaker is American or British, marriage to a Finn, length of stay in Finland, the amount of Finnish used, and whether the speaker teaches only practical skills or practical skills and another area such as literature or history. The Quirk-Svartvik method of measuring variations in acceptability, involving an operation test and a judgment test, and a test measuring interference from Finnish were administered. The results show a disagreement with regard to acceptability, unacceptability, and dubiousness of the test sentences. The six sociolinguistic variables produced statistically significant information. The effects of the four most influential variables of nationality, amount of Finnish used, length of stay in Finland, and field of teaching are described. (SW)

ED 171 138 FL 010 329

Konttinen, Raimo

An English Language Teaching Experiment in the Comprehension of Scientific Texts. Further Contrastive Papers, Jyvaskyla Contrastive Studies, 6. Reports from the Department of English, No. 7.

Jyvaskyla Univ. (Finland). Dept. of English.

Pub Date-78

Note-25p.

Available from-Department of English, University of Jyvaskyla, 40100 Jyvaskyla 10, Finland

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Objectives, *English (Second Language), English for Special Purposes, *Foreign Language Books, *Language Instruction, Language Research, Language Teachers, *Reading Comprehension, Science Education, *Second Language Learning, *Social Sciences, Systems Approach, Textbooks

This article describes the principles for planning an experimental teaching-learning system of the comprehension of English social and behavioral scientific texts at the university level. Results from a related evaluation study are also presented. The study was undertaken because of the unsatisfactory development of foreign language teaching and learning among the students of the University of Jyvaskyla whose main subjects were other than foreign languages. The foreign language teaching of the faculty is analyzed as a hierarchy of goal setting, methods planning, and evaluation. Four subsystems were identified: the foreign language examination board, the faculty of the social sciences department, the teacher, and the student. Three approaches to goal setting were considered: a trait-referenced approach, text-referenced approach, and needs-referenced approach. Instrumental objectives in reading comprehension of a foreign language text and measuring comprehension are discussed. Results of the first trial of the reading comprehension course are examined. The evaluation of the course focused directly on the student's subsystem (learning results, appropriateness of the needed initial level in English, and coordination of the course with the rest of the study program). (SW)

Sharp, Derrick

English in Wales: Surveys for Curriculum Development.

Pub Date-Sep 78
Note-7p.; Paper presented at the British Association for Applied Linguistics Annual Meeting (11th, Cardiff, Wales, September 9-11, 1978)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingualism, Curriculum Development, *English (Second Language), *Error Analysis (Language), Error Patterns, *Language Instruction, Language Skills, Linguistic Borrowing, *Needs Assessment, Phonetic Analysis, Questionnaires, *Second Language Learning, Speech Skills, Spelling, Student Needs, Surveys, Syntax, *Welsh

The emphasis of the Schools Council Research and Development Project at the University of Wales on teaching English to Welsh pupils aged 8-13 was on curriculum development. This paper covers the problem of acquiring the necessary basic knowledge about the needs of Welsh first language pupils in the learning of English when long-term, rigorous research studies are not possible. About 250 teachers throughout Wales completed surveys by filling in questionnaires on errors made by pupils, methods of teaching English, language textbooks in use, pupils' interests and popular reading, and all information was channelled into the preparation of classroom materials. The limitations of asking teachers to report their pupils' errors were taken into account, but useful information was gained about the influence of the Welsh language on English spelling and sentence patterns. Responses were least helpful in those areas which cause confusion among teachers, most notably idioms and spoken English. The greatest problem for teachers was the question of standards in oral work. Such limited surveys for specific purposes were found to be valuable in indicating the size and complexity of language learning and teaching problems, and also in showing the need for further teachers in-service language work, with courses in linguistics or language in education. (Author/MHP)

ED 171 140 FL 010 332

Leavitt, Robert M.

Tokec, Katop (Qenoq) Sipkiw (For Now, but Not for Long).

Wabnaki Bilingual Educational Program, Indian Township, Maine.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-74
Note-49p.
Available from-Wabnaki Materials Development Fund, Indian Township School, Indian Township, Maine 04668 ($2.50 plus $1.00 postage and handling per total order)
Language-English; Passamaquoddy
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American History, *American Indian Culture, American Indian Languages, *American Indians, Bilingual Education, *Cultural Background, Cultural Education, Elementary Education, Ethnic Groups, *Ethnicity, *Instructional Materials, Language Instruction, *Reading Instruction, *Reading Materials
Identifiers-Elementary Secondary Education Act Title VII, *Passamaquoddy (Tribe)

This reader, intended for use in a bilingual education program, tells the story of the Indians' struggle to keep their land along the St. John River during the American War for Independence. Written from the Indian point of view, the text is based largely on the journal of John Allan, a white man living in Nova Scotia, who was sympathetic to the American cause and friendly to the Indians. The narrative tells of the efforts of John Allan to get recognition of the Indians by the American Congress, the differences of opinion among the Indians themselves on the advisability of helping either side, and the battle at Machias in which the Indians forced the British warship Hope'' to leave their territory. The text is in English with the exception of one account of a conversation around a campfire when the native Indian language is also used. The illustrations are pen and ink maps and drawings by the students at Indian Township School. Also included are excerpts from original historical documents and correspondence related to the subject matter. (AMH)

ED 171 141 FL 010 333

Pestomuhkati Atkuhkakonol. Koluskap Naka 'Siwiyi Oqim Wocawson (Passamaquoddy Legends. Koluskap and His Relatives Loon Wind).

Wabnaki Bilingual Educational Program, Indian Township, Maine.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-76
Note-53p.
Available from-Wabnaki Materials Development Fund, Indian Township School, Indian Township, Maine 04668 ($1.50 plus $1.00 postage and handling per total order)
Language-English; Passamaquoddy
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*American Indian Culture, *American Indian Languages, American Indians, Bilingual Education, Elementary Education, *Folk Culture, *Instructional Materials, *Language Instruction, *Legends, *Reading Instruction, *Reading Materials, Tales, Uncommonly Taught Languages
Identifiers-Elementary Secondary Education Act Title VII, *Passamaquoddy (Tribe)

This illustrated reader contains a Passamaquoddy version of a traditional Wabnaki legend about Koluskap, an Indian man, and his friends. It is one of a series of readers containing Passamaquoddy legends and is intended for use in a bilingual education setting. Each page presents the text in the Passamaquoddy language and in a literal English translation. A glossary of unfamiliar and little-used words and a guide to pronunciation are provided at the end of the book. (AMH)

ED 171 142 FL 010 334

Pestomuhkati Atkuhkakonol. Pukcinsqehs. Kiwahqiyik. (Passamaquoddy Legends. The Tree-Stump Woman. The Giants).

Wabnaki Bilingual Educational Program, Indian Township, Maine.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-76

Note-61p.

Available from-Wabnaki Materials Development Fund, Indian Township School, Indian Township, Maine 04668 ($1.50 plus $1.00 for postage and handling per total order)

Language-English; Passamaquoddy

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*American Indian Culture, *American Indian Languages, American Indians, Bilingual Education, Elementary Education, *Folk Culture, *Instructional Materials, *Language Instruction, *Legends, *Reading Instruction, *Reading Materials, Tales, Uncommonly Taught Languages

Identifiers-Elementary Secondary Education Act Title VII, *Passamaquoddy (Tribe)

This illustrated reader contains Passamaquoddy versions of two traditional Wabnaki legends about Pukcinsquehs, the Tree-Stump Woman, who changes herself into a mosquito, and Koluskap, a giant, who turns people into fish. It is one of a series of readers containing Passamaquoddy legends and is intended for use in a bilingual education setting. Each page presents the text in the Passamaquoddy language and in a literal English translation. A glossary of unfamiliar and little-used words and a guide to pronunciation are provided at the end of the book. (AMH)

ED 171 143 FL 010 335

Pestomuhkati Atkuhkakonol. Espons. (Passamaquoddy Legends Raccoon).
Wabnaki Bilingual Educational Program, Indian Township, Maine.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-76
Note-38p.
Available from-Wabnaki Materials Development Fund, Indian Township School, Indian Township, Maine 04668 ($1.50 plus $1.00 for postage and handling per total order)
Language-English; Passamaquoddy
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indian Culture, *American Indian Languages, American Indians, Bilingual Education, Elementary Education, *Folk Culture, *Instructional Materials, *Language Instruction, *Legends, *Reading Instruction, *Reading Materials, Tales, Uncommonly Taught Languages
Identifiers-Elementary Secondary Education Act Title VII, *Passamaquoddy (Tribe)

This illustrated reader contains a Passamaquoddy version of a traditional Wabnaki legend about the raccoon. It is one of a series of readers containing Passamaquoddy legends and is intended for use in a bilingual education setting. Each page presents the text in the Passamaquoddy language and in a literal English translation. A glossary of unfamiliar and little-used words and a guide to pronunciation are provided at the end of the book. (AMH)

Pestomuhkati Atkuhkakonol. Koluskap Nekotok Skitkomiq (Passamaquoddy Legends. When Koluskap Left the Earth).

Wabnaki Bilingual Educational Program, Indian Township, Maine.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-76
Note-55p.
Available from-Wabnaki Materials Development Fund, Indian Township School, Indian Township, Maine 04668 ($1.50 plus $1.00 for postage and handling per total order)
Language-English; Passamaquoddy
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*American Indian Culture, *American Indian Languages, American Indians, Bilingual Education, Elementary Education, *Folk Culture, *Instructional Materials, *Language Instruction, *Legends, *Reading Instruction, *Reading Materials, Tales, Uncommonly Taught Languages
Identifiers-Elementary Secondary Education Act Title VII, *Passamaquoddy (Tribe)

This illustrated reader contains a Passamaquoddy version of a traditional Wabnaki legend about Koluskap and the wonderful powers he gives to three Indians who look for him. It is one of a series of readers containing Passamaquoddy legends and is intended for use in a bilingual education setting. Each page presents the text in the Passamaquoddy language and in a literal English translation. A glossary of unfamiliar and little-used words and a guide to pronunciation are provided at the end of the book. (AMH)

ED 171 145 FL 010 337

Pestomuhkati Atkuhkakonol. Mikcic (Passamaquoddy Legends. Turtle).
Wabnaki Bilingual Educational Program, Indian Township, Maine.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-76
Note-40p.
Available from-Wabnaki Materials Development Fund, Indian Township School, Indian Township, Maine 04668 ($1.50 plus $1.00 postage and handling per total order)
Language-English; Passamaquoddy
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indian Culture, *American Indian Languages, American Indians, Bilingual Education, Elementary Education, *Folk Culture, Instructional Materials, *Language Instruction, *Legends, *Reading Instruction, *Reading Materials, Tales, Uncommonly Taught Languages
Identifiers-Elementary Secondary Education Act Title VII, *Passamaquaddy (Tribe)

This illustrated reader contains a Passamaquoddy version of a traditional Wabnaki legend about the origin of the turtle. It is one of a series of readers containing Passamaquoddy legends and is intended for use in a bilingual education setting. Each page presents the text in the Passamaquoddy language and in a literal English translation. A glossary of unfamiliar and little-used words and a guide to pronunciation are provided at the end of the book. (AMH)

Kaplan, Robert B.

On the Notion of Topic in Written Discourse. Australian Review of Applied Linguistics, Vol. 1, No. 2.

Pub Date-May 78
Note-10p.
Pub Type- Opinion Papers (120) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Connected Discourse, *Discourse Analysis, *Grammar, Language Instruction, *Language Research, *Linguistic Theory, Paragraphs, *Sentence Structure, *Syntax

It is contended that there are such things as discourse blocs, and that they are composed of discourse units glued together into a contextuated whole by bloc signals. There are three kinds of structures with which it is necessary to deal in order to discuss coherent discourse: the discourse bloc, the discourse unit, and the bloc signal. Characteristically, a discourse bloc has a stated or implied topic. Topic, whether stated or implied, has a set of characteristics which may be preliminarily identified. Topic is likely to be either definite or generic. While topic often occurs as a complete sentence, it may also occur as a left-dislocated sentence modifier. It is also possible for the topic to occur in direct object position or in the position of postponed subject when subject position is occupied by some mechanism for permitting the subject to be moved to the right of the verb. Four types of definiteness noted by Hawkins are: anaphoric, immediate, occurring in a larger context, and associative. It is likely that all four types also occur with respect to the definite topic. Topic also has a logical function and a discourse function. Implications for language teaching, particularly in the relatively new areas of scientific and technological discourse, are noted. (SW)

Hartmann, R. R. K.

Discourse Analysis for Language Learners. Australian Review of Applied Linguistics, Vol. 1, No. 2.

Pub Date-May 78
Note-12p.
Pub Type- Opinion Papers (120) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Applied Linguistics, Connected Discourse, Contrastive Linguistics, *Discourse Analysis, *Language Instruction, *Language Research, Language Skills, *Linguistic Theory, *Psycholinguistics, *Sociolinguistics, Textbook Selection, Translation

Discourse analysis, a field that reflects an interest in language as text and social interaction, is discussed. Discourse analysis deals with the way language varies from one communicative situation to another; textological analysis deals with the internal organization of such discourse in terms of grammar and vocabulary. Assumptions in contrastive textology are presented. An area of focus is the problem of whether and how certain categories of texts correlate with certain skills that learners should acquire. Different orientations concerning translation in language teaching are the classical model, the reform movement, the audiolingual method, the cognitive code, and the eclectic approach. (SW)

ED 171 148 FL 010 352

Hall, Allen
A Practical Orthography for Kuuk Thaayorre. Australian Review of Applied Linguistics, Vol. 1, No. 2.
Pub Date-May 78
Note-11p.; best copy available
Pub Type- Opinion Papers (120) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, *Consonants, English, Grammar, Initial Teaching Alphabet, Language Research, *Letters (Alphabet), *Orthographic Symbols, Phoneme Grapheme Correspondence, *Phonemes, Phonetic Transcription, *Vowels
Identifiers-*Kuuk Thaayorre

A practical orthography is [illegible]ented for Kuuk Thaayorre, which is spoken by over 300 Aborigines [illegible] Australia. The phonemes in Thaayorre and the way they are symbolized in normal writing practice are presented. Frequent occurrence of six conventional digraphs for some Thaayorre consonants has given rise to complementary orthography as an initial teaching alphabet in the elementary primer. Stress is not symbolized; it is deducible from the contest by certain rules regarding suffixation, compounds, and fused phrases. In the appendices, orthographic comparison with English is presented for the following cases: (1) no difference in sound or symbol; (2) same symbol with different sound; (3) entirely new symbol in English; (4) comparison of punctuation; (5) comparison of vowel blends, glides, and diphthongs; (6) word families; (7) consonant clusters; (8) sounds occurring in different places; (9) interference between the two languages; (10) syllable patterns different in English; (11) stress patterns vary; and (12) vernacular sound transferred to English. A phoneme chart is also appended. (SW)

ED 171 149 FL 010 354

Position Paper on the Role of English as a Second Language in Bilingual Education.

Teachers of English to Speakers of Other Languages.
Pub Date- 78
Note-8p.
Available from-TESOL, 455 Nevils Building, Georgetown University, Washington, DC 20057 (Single copies free; multiple copies, $0.10 each)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, Cooperative Planning, *Educational Coordination, Educational Opportunities, *Educational Policy, *English (Second Language), Language Instruction, Language Role, *Language Teachers, *Second Language Learning, Teacher Role

The need for cooperation between bilingual teachers and teachers of English as a second language is addressed in this position paper. Operational definitions and characteristics of bilingual education and English as a second language are presented, and the interrelationship of bilingual education and English as a second language is clarified. The position of the international organization of Teachers of English to Speakers of Other Languages regarding bilingual education is established, and activities to assure the successful achievement of the stated goal are identified. The position of the international organization is endorsement and support of the bilingual approach to education; it is recognized as providing students of limited English proficiency with equal educational opportunities. English as a second language is an integral and essential component of bilingual-bicultural programs in the United States. (SW)

ED 171 150 FL 010 355

Hoffmann, Charlotte Ariza, Francisco

Bilingualism in a Two-Year-Old Child.

Pub Date-Sep 78

Note-11p.; Paper presented at the British Association for Applied Linguistics Annual Meeting (11th, Cardiff, Wales, September 9-11, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingualism, *Child Language, *Code Switching (Language), Cultural Context, Early Childhood, English (Second Language), German, Grammar, *Language Development, Language Research, Mental Development, Multilingualism, *Preschool Learning, Psycholinguistics, Second Language Learning, Spanish, Syntax, Verbal Development, *Vocabulary

Infant bilingualism can be defined as a child being exposed to two or more languages from birth. Because of the dearth of first-hand research on the effect of a bilingual environment on a child's speaking patterns, parents from multilingual backgrounds raised their daughter in a bilingual environment, German and Spanish, in England. They speak to her consistently in their respective native languages without any mixing whatsoever: the mother in German, the father in Spanish, and they speak Spanish to each other. At the age of two, when responding to the speaker of one or the other language, the daughter maintains the two languages consistently in vocabulary and grammar, clearly associating each language with a different person, and distinguishing between the languages in reference. Normally, there is no linguistic interference, but in cases where there is, invariably it is clear that she does not know or remember the German or Spanish word needed. It appears that she has acquired the phonological system of both languages in essentially the same way, by about the same age, and to the same standards of achievement as monolingual German and Spanish speaking children. She seems to see a clear distinction in cultural contexts, which has been reinforced by trips abroad. It is hoped that she will acquire English in school to the extent that it will be her dominant language, although all efforts will be made to reinforce her first two languages, German and Spanish. The parents feel that as a child with a multilingual heritage, she will not be harmed, but rather will benefit through acquiring two, or even three, languages at the same time. (MHP)

ED 171 151 FL 010 366

Greenfield, Patricia Marks Alvarez, Maria Gabriela
Exploiting Nonverbal Context to Promote the Acquisition of Word Referent Relations in a Second Language.
Pub Date-78
Note-18p.; Paper presented at the Annual Los Angeles Second Language Research Forum (2nd, Los Angeles, California, October 7, 1978)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advance Organizers, Associative Learning, *Cognitive Processes, Context Clues, Language Instruction, *Language Processing, *Language Research, *Nonverbal Learning, Pictorial Stimuli, Reading Comprehension, Reading Development, Reading Processes, *Second Language Learning, Sentence Structure, Syntax, Visual Learning, *Word Recognition

Nonverbal context is important in the language acquisition process. The present study compares different amounts and ordering of pictorial context with respect to their effect on learning word-referent relations in a second language. Twenty-five monolingual English-speaking high school students were shown twenty Spanish sentences and pictures of the event to which each sentence referred. The sentences and the pictures were broken down into four components: an agent, an object, and an instrument (the arguments), plus an activity (the predicate). The subjects heard these components before and after each sentence. The number of pictures shown with each sentence varied. The predicate was placed after the arguments in half of the component presentations and before the arguments in the rest. The subjects were asked to translate each sentence after the second repetition. Results indicated that as the number of unknown referents decreased, the probability increased of correctly inferring the meaning of the unknown word or words from the context. Also, subjects were able to use context more effectively when the predicate illustration was presented after the argument illustrations. These findings confirmed the hypothesis that there is an optimal level at which nonverbal context facilitates the process of inferring word meanings in a foreign language. It is suggested that the results have implications for immersion programs. (Author/AMH)

ED 171 152 FL 010 367

Kessler, Carolyn Quinn, Mary Ellen

Emergence of Semantic Notions in Child Bilingualism.

Pub Date-Oct 78

Note-21p.; Paper presented at the Los Angeles Second Language Research Forum (Los Angeles, California, October, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bilingual Education, *Bilingualism, Bilingual Students, Child Language, *Cognitive Development, Cognitive Processes, *Concept Formation, Conservation (Concept), Language Development, *Language Processing, *Language Research, Language Skills, *Psycholinguistics, Second Language Learning, Semantics, Skill Development, Thought Processes, Transfer of Training

In order to examine the emergence of semantic notions and their interaction with the linguistic codes of bilingual children, this paper focuses on acquisition of a semantic field related to Piagetian tasks of conservation. The hypothesis examined in this study states that the manifestation of a concept will occur first in the bilingual's dominant language and only later in the weaker language. Subjects were two groups of Mexican-American children, first graders and sixth graders, bilingual in Spanish and English. In terms of the school setting, the older bilinguals had shifted language dominance from first to second language; the younger group was developmental, but dominant in first language. Using a cross-sectional approach, the study investigated some of the complex interactions between first and second language cognitive development. The view is taken that the manifestation of certain aspects of conceptual development in the bilingual child's two languages does not involve a simple lateral transfer of a particular concept from one language to the other but, rather, that both languages draw from a shared set of linguistic principles and conceptual notions. In addition to a discussion of the theoretical issues, practical implications for assessment and placement of children in bilingual programs are noted. (Author/AMH)

ED 171 153 FL 010 368

Fong, Eugene A.
Assertion and Mood in French.
Pub Date-27 Oct 78
Note-16p.; Paper presented at Annual Meeting of the Rocky Mountain Modern Language Association (32nd, Phoenix, Arizona, Oct. 27, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Deep Structure, Form Classes (Languages), *French, Grammar, Kernel Sentences, Phrase Structure, Semantics, Sentences, *Sentence Structure, Structural Grammar, *Surface Structure, Syntax, Transformation Generative Grammar, *Transformations (Language), *Verbs

There is a set of French verbs which admits both indicative and subjunctive sentential complements. The indicative complement is correlated with a positive assertion about the truth of the complement; the subjunctive implies a neutral attitude or a non-assertion. When various sentential complement constructions are considered both in the indicative and the subjunctive moods, it can be shown in comparative examples that the assertions of these complements cannot be accounted for in terms of surface interpretation rules that do not affect the syntactic form of the complex. Instead, these complements form a class of assertions which must be marked in the underlying structure of the sentences that they affect. This must be so because the choice of complement is not dependent on the matrix verb but on semantic factors (e.g., assertion/non-assertion) of the complement clause itself, which are independent of the matrix. A particular interpretation is often implicit in a given sentential complement, and hence, in such cases, will determine the mood of that complement. Thus, the inclusion of assertion/non-assertion in underlying structure is well motivated and the underlying semantic structure affects the applicability of certain transformations. (Author/MHP)

ED 171 154 FL 010 369

Donahue, Thomas S.

A Crucial Perspective on the Early History of American Black English.

Pub Date-78

Note-19p., Paper presented at the summer conference of the Linguistic Society of America (Urbana, Illinois, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-African Languages, *American English, *Black Dialects, Black History, Black Literature, *Blacks, Black Studies, Consonants, Cultural Background, Diachronic Linguistics, Dialect Studies, Distinctive Features, English, *Language Attitudes, Language Patterns, *Language Research, *Nonstandard Dialects, *Phonology, Pronunciation, Standard Spoken Usage

This study develops specific facts about the nature of the Black English "lingua franca" which formed on the American eastern seaboard in the last half of the eighteenth century. Accepting an assumption that American English of this period was levelling into a "koine," this investigation attempts to characterize the consonant loss and substitution within a Black English koine which emerged parallel to that in the white dialect. Evidence for the consonant phonology is taken from the dialect spoken by black characters in American plays and novels of the period 1771-1836. Next, a modelling based on the work of Turner (1949) reconstructs the possible types of consonant loss and substitution which may have been patterned upon the sound systems of those major West African languages serving as input to the emerging American Black English koine. A correlation is drawn between the rules in consonant phonology in the koine and the attitudes, generally negative, of early modern British and American Grammarians toward these types of consonant loss and substitution. Thus, whether the consonant forms had sources in West Africa languages or in early modern British and American English, the Black English koine in its earliest period was stigmatized through negative attitudes on the part of white grammarians. (Author/AMH)

ED 171 155 FL 010 370

Hoopes, David S. Frank, Toby S.

Five Bibliographies on Intercultural Communication.

National Association for Foreign Student Affairs, Washington, D.C.
Pub Date-77
Note-24p.
Available from-National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, D.C. 20009
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Admission Criteria, Community Coordinators, *Cross Cultural Training, Cultural Awareness, Cultural Education, English (Second Language), Foreign Student Advisers, *Foreign Students, Higher Education, *International Educational Exchange, *Resource Materials, *Student Exchange Programs, *Study Abroad

This is a collection of five annotated bibliographies of basic reference materials in the general area of cross cultural education. The following specific topics are covered: (1) the admission of foreign students to U.S. institutions of higher education; (2) materials for displays at workshops on English as a second language; (3) documents of interest to advisors of foreign students; (4) books and pamphlets of interest to persons in community work who are responsible for working with international students and planning programs in the community; and (5) sources of information on work, study, and travel abroad. (Author/AMH)

ED 171 156 FL 010 371

Acosta, Robert (Kelly) Blanco, George
Competencies for University Programs in Bilingual Education.
Office of Bilingual Education (DHEW/OE), Washington, D.C.
Report No.-DHEW-OE-78-07903
Pub Date-78
Note-47p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01812-8)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education, Bilingual Teachers, Cultural Awareness, Cultural Education, Educational Objectives, English (Second Language), Higher Education, Language Proficiency, *Language Teachers, *Performance Based Teacher Education, *Program Descriptions, Program Development, Teacher Education, *Teacher Education Curriculum, *Teacher Programs, Teaching Skills

This guide is presented to assist institutions of higher education to: (1) initiate teacher-preparation programs in bilingual education; (2) modify and improve existing bilingual education programs; (3) expand the bilingual education programs into the graduate level; and (4) expand to other graduate programs in addition to teacher education. After stating ten assumptions on which a bilingual education program is based, the guide focuses on program implementation, the undergraduate, masters and doctoral programs, and an overview of degree programs. For each level, the attitudes and skills to be developed are described as well as linguistic, cultural, and pedagogical competencies. The competencies, sequential in nature, are of two types: (1) the basic type with minimum requirements that will allow the individual to perform effectively as a bilingual education teacher or as a specialist in some other branch of bilingual education; and (2) supporting competencies, that is, those which serve to enhance and strengthen the preparation of the degree candidates. The section on degree program overviews shows graphically the approximate ratios between basic and supporting competencies, and among the various subcategories of supporting competencies. A bibliography is appended. (AMH)

ED 171 157 FL 010 372

Trim, J. L. M.

Some Possible Lines of Development of an Overall Structure for a European Unit/Credit Scheme for Foreign Language Learning by Adults.

Council for Cultural Cooperation, Strasbourg (France).
Pub Date-78
Note-81p.
Available from-Director of Education and of Cultural and Scientific Affairs, Council of Europe, F-67006 Strasbourg, France ($5.00)
Pub Type- Reports - Evaluative (142)
Document Not Available from EDRS.
Descriptors-*Adult Learning, *Communicative Competence (Languages), *Course Organization, Credits, Educational Objectives, *Language Instruction, Language Learning Levels, Language Proficiency, Language Skills, Learning Theories, Models, Policy Formation, Postsecondary Education, *Second Language Learning, Systems Analysis, *Units of Study

This report presents the results of a research development project to establish a suitable structural framework for the development of a European policy in the field of adult language learning. The report is divided into six sections: (1) the introduction in which the purpose of the work and the operative questions are discussed; (2) a discussion of learning by units based on systems analysis and related to the communicative goals of the learner; (3) an analysis of the nature of units, the process whereby they are constructed, and the operational objectives determined by the needs of individuals and the needs of society; (4) presentation of a framework for a unit/credit system to facilitate cooperation among institutions and coordination of language teaching activities; (5) a discussion of the organization of a European unit/credit system for adult language learning; and (6) a presentation of the conclusions of the research project and prospects for implementation. There are five appendices which provide: (1) a classical definition of levels of language skills; (2) a reproduction of the IBM Foreign Language Level Rationale and Performance chart; (3) a proposal for level definitions; (4) a chart of the Ford Koln English language training scheme; and (5) a bibliography. (AMH)

ED 171 158 FL 010 379

Dube, Normand

Un Mot de Chez-Nous (A Message from Our Home).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-76

Note-87p.; A set of four audio cassettes at $6.00 is also available.

Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($3.00)

Language-French

Pub Type- Creative Works (030) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Bilingual Education, Cultural Awareness, *Cultural Background, Cultural Context, Culture, *Ethnic Groups, Ethnicity, *French, Higher Education, Literature, *Lyric Poetry, Minority Groups, *Reading Materials, Secondary Education, *Social Values

Identifiers-Elementary Secondary Education Act Title VII, *Franco Americans

This collection of 56 French poems, intended for use in a bilingual education setting, is presented in an attempt to capture and interpret the spirit of the Franco-American. The heritage and everyday life of the people, their towns and villages, the laughter and games of their children, their occupations, their hopes and dreams, and their joys and sorrows all find expression in the poetry. Pen and ink drawings illustrate many of the themes that are expressed in the work. (AMH)

ED 171 159 FL 010 380

Quintal, Claire

Sur les traces de l'heritage francais en Nouvelle-Angleterre: Boston. Livret du Maitre (Tracing French Heritage in New England: Boston. Teacher's Guide).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77

Note-42p.; For related document, see FL 010 385

Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.50)

Language-English; French

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Affective Objectives, American History, Bilingual Education, *Cultural Awareness, *Cultural Background, Cultural Education, Cultural Factors, *Educational Objectives, Ethnic Groups, Ethnicity, *French, Language Instruction, Postsecondary Education, *Reading Instruction, Secondary Education, Second Language Learning, Social Studies, *United States History

Identifiers-Elementary Secondary Education Act Title VII, ESEA Title VII

This manual, intended to accompany the student's text of the same title, contains: (1) a general introduction describing the nature and purpose of the materials; (2) an outline of the components of the package, including the teacher's guide, the student's text, and a slide cassette-tape program; (3) an outline of the general objectives of the materials; (4) the narrative that appears in the student textbook along with the English equivalent of each narrative; and (5) a sample pre-post test that corresponds to the stated objectives, with the answer key in French. The objectives stated are the following: (1) to provide historical information concerning the French influence in the Boston area, especially during the Revolutionary and post-Revolutionary periods of American history; and (2) to foster student pride in the French cultural heritage in America. The French words and expressions that are glossed at the end of the student booklet are underlined in the text of the teacher's manual. (AMH)

ED 171 160 FL 010 382

Dugas, Donald G. Ogrydziak, Dan

Bonjour Papillon (Hello Butterfly).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-24p.
Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.25)
Language-French
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingual Education, *Cartoons, Children, *Comics (Publications), Elementary Education, *Fantasy, *French, Instructional Materials, *Language Instruction, *Reading Instruction, Reading Materials, Regional Dialects, Second Language Learning
Identifiers-Elementary Secondary Education Act Title VII

This story in French about a butterfly who talks to children is presented in comic-book style and is intended for use in a bilingual education setting. Words and expressions peculiar to the Franco-American idiom are marked and translated into standard French. The drawings are in black and white. (AMH)

ED 171 161 FL 010 383

Chabot, Gregoire

Un Jacques Cartier Errant. Piece en un acte (Jacques Cartier Returns. A One-Act Play).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-38p.; Also available 3/4'' color U-matic videocassette at $27.50
Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.00)
Language-French
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bilingual Education, *Cultural Background, Cultural Education, Cultural Interrelationships, *Drama, *Ethnic Groups, Ethnicity, Ethnic Origins, *French, Instructional Materials, Postsecondary Education, *Regional Dialects, *Satire, Secondary Education, Social Studies, Sociocultural Patterns
Identifiers-Elementary Secondary Education Act Title VII

This French play, intended for use in a bilingual education setting, deals with the history, culture, plight, and language of Franco-Americans in New England. The plot revolves around a conversation between Jacques Cartier, who returns to New France (now New England), and several Franco-Americans gathered in a tavern on a hot afternoon. The conversation turns to the struggles these people have had in order to make their way in the predominantly English-speaking milieu. Central to the discussion is the question of the value of learning and maintaining the French language. The introductory note to the teacher suggests that the author uses the device of language to demonstrate the widening gulf between France and ``her lost colony in the New World.'' The dialogue is in what might be called the ``Franco-American language''; the difference between this dialect and standard French is noticeable, yet it is comprehensible to Jacques Cartier who speaks seventeenth century French. The book concludes with a list of Franco-American words and expressions and their equivalents in standard French, a short biography of Jacques Cartier, a plan for stage arrangements, and three photographs of scenes from the play. (AMH)

Quintal, Claire

Sur les traces de l'heritage francais en Nouvelle-Angleterre: Boston (Tracing French Heritage in New England: Boston).

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77

Note-73p.; For related document see FL 010 380; Many photographs will not reproduce well either in microfiche or hard copy

Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($1.00)

Language-French

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-American History, Bilingual Education, Cultural Awareness, *Cultural Background, Cultural Education, Cultural Factors, *Ethnic Groups, Ethnicity, *French, Instructional Materials, *Language Instruction, Postsecondary Education, *Reading Instruction, Reading Materials, Secondary Education, Second Language Learning, Social Studies, *United States History

Identifiers-Elementary Secondary Education Act Title VII

This booklet highlights some of the more important elements of the French heritage in the Boston area, particularly during the Revolutionary period and the time of the establishment of many institutions of American life in New England. It is intended for secondary school students in a bilingual education setting who have at least an intermediate level of reading ability in French. The text is composed of the following chapters dealing specifically with the influence of the French on American history, institutions and culture: (1) an introductory chapter on French contributions in Boston; (2) chapters on famous Americans of French background, including Paul Revere and Peter Faneuil; (3) descriptions of places of interest in the Boston area that have connections with French people and/or culture (the Granary Burying Ground, the State House, and the Boston Public Library); and (4) narratives about French people influential in American history, including the Bowdoin family, Jean Lefebre de Cheverus, Le Chevalier de Saint Sauveur, and Lafayette. The booklet is illustrated with photographs and maps. A glossary of more difficult words and phrases is included. A slide/cassette-tape program to accompany the text is also available. (AMH)

ED 171 163 FL 010 392

Massey, D. Anthony

Second Language Learning Objectives.

Pub Date-78

Note-21p.; Paper presented at the Annual Conference of the Modern Language Council (October 21, 1978)

Journal Cit-Alberta Modern Language Journal; v17 n2 p6-25 Win 1978-79

Pub Type- Journal Articles (080) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication (Thought Transfer), *Communicative Competence (Languages), Cultural Context, *Educational Objectives, Grammar, Higher Education, *Language Instruction, Linguistic Theory, *Psycholinguistics, Secondary Education, *Second Language Learning, Semantics, *Sociolinguistics, Speech Communication, Syntax, Teaching Methods

The primary objective of foreign language learning, social communication, requires that experiences be simulated in the classroom. Before such simulations can be constructed, the teacher has to know what is involved when people communicate, in other words, the nature of the language act. This paper analyzes the situational, syntactical, and semantic components of a language act, based particularly on research by Papo Ferenczi and D.A. Wilkins. The situational components discussed are both sociocultural and psycholinguistic. The sociocultural elements (location, time, sequence of events, means of communication used, reference, status, degree of acquaintance, and needs) are more predictable by the participants than are the psycholinguistic elements (likely beneficiary, affective involvement and reciprocal roles). On the other hand, the psycholinguistic elements permit a greater imposition of the personality of the speaker. Because participants are not entirely at the mercy of the situation, they can often choose lexical and grammatical forms in terms of their own aims and the topics or "notions" they wish to speak or write about. The meaning that can be conveyed in the uttering of a sentence is analyzed under three categories: ideational, modal and communicative. An explanation of these types includes applications to possible situations in a foreign language class. (AMH)

ED 171 164 HE 009 920

Tice, Terrence N.

Resources on Campus Governance and Employment Relations, 1967-1977. With Essay, Annotations, and Indexes.

Academic Collective Bargaining Information Service, Washington, D.C.

Pub Date-Mar 78

Note-136p.

Available from-Academic Collective Bargaining Information Service, 1818 R Street, N.W., Washington, DC 20009

Pub Type- Reference Materials - Bibliographies (131) - Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Collective Bargaining, College Administration, Employer Employee Relationship, *Employment Practices, *Governance, *Higher Education, *Professional Associations, Teacher Administrator Relationship, *Teacher Associations, *Unions

An annotated bibliography containing 1,110 items from 1967 through early 1977 and other relevant resources covers virtually all the significant material on campus collective bargaining and closely related issues regarding campus governance and employment relations. It complements five publications from 1972-76 and indexes both authors and subjects. Nonbibliographic resources are included, and a characterization of the work, including chapters from multiply-authored books, conference reports and symposia, is provided. Items are listed alphabetically for each year and are presented in two main sections: (1) books, booklets, monographs, and dissertations; and (2) articles, chapters, papers, and other brief items. The volume also contains a selection of significant unpublished documents and dissertations, pamphlets, addresses, reports, and working papers. The relevant legal literature is also included. (SW)

ED 171 165 HE 010 688

LeBold, William K. And Others

Providing Equity for Freshman Women Entering Engineering Via Role Model Lecture-Discussions, Hands-On Laboratory and Career Planning.

Purdue Univ., West Lafayette, Ind. Dept. of Freshman Engineering.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-30 Jun 77
Grant-G007604965
Note-18p.; Paper presented at the American Society for Engineering Education Conference (85th, University of North Dakota, June 27-30, 1977); For related documents, see HE 010 645, HE 010 689
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Planning, College Freshmen, Comparative Analysis, Course Descriptions, *Course Evaluation, Educational Opportunities, *Engineering Education, *Females, Higher Education, *Laboratory Training, Self Concept, Student Attitudes, Student Interests, *Womens Education
Identifiers-*Purdue University IN

A model program for freshman women in engineering has been developed at Purdue University. The program focuses on an experimental course that provides beginning engineering women and men with hands-on laboratory experiences, discussions of contemporary societal problems including environment, energy and productivity by various role model lecturers, and career planning. Pre-testing and post-testing with standardized tests and specially developed surveys were used to evaluate experimental and control groups and generally positive results were obtained. The continuation phase of the program is directed at dissemination of information via a workshop, reports and audiovisual materials, and the offering of another experimental course revised to incorporate changes based upon student and staff observations and evaluation data. A syllabus, lecture schedule, and pre-test and post-test data are included. (SW)

ED 171 166 HE 010 704

Denmark, Florence L.
Women in Psychology in the United States.
Pub Date- 78
Note-24p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affirmative Action, Doctoral Degrees, *Employment Patterns, *Females, Graduate Study, Higher Education, Professional Associations, Professional Occupations, Professional Recognition, *Psychologists, Psychology, Research Projects, Salary Differentials, *Sex Discrimination, Socioeconomic Status, Tenure, Womens Education, Working Women
Identifiers-American Psychological Association

Possible changes in the involvement of women in psychology in recent years were investigated. The number and distribution of women in psychology was considered, and their participatory activities in the American Psychological Association (APA) were examined. Employment and salaries were investigated, as were the barriers to obtaining a doctoral degree. The results show that the situation for women in psychology may be in a period of transition. There are greater numbers of women in graduate school, more recent female Ph.D.'s, and in both cases, a higher percentage of women than in the past. Affirmative action and the availability of employment has served to block obvious discrimination in new hiring. More women are involved in the governance of the APA. However, the data still indicate that the longer women are employed the greater is their disadvantage. Many recently hired women have not received tenure. It is concluded that attempts to reduce existing discrimination, especially in academe, must be continued. (Author/MSE)

ED 171 167 HE 011 038

The Missions of the City University of New York.
Professional Staff Congress of the City Univ. of New York, N.Y.
Pub Date-Feb 79
Note-19p.; Photographs may not reproduce clearly
Available from-Department of Institutional Research, Professional Staff Congress, 25 West 43rd Street, New York, NY 10036
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*City Improvement, *College Role, Educational Objectives, Higher Education, Human Resources, Institutional Role, *School Community Relationship, *School Responsibility, *Student Needs, *Urban Universities
Identifiers-*City University of New York, Economic Impact

Responsibilities of the City University of New York (CUNY) to the following segments are discussed: the City of New York; the City's residents, the university's students and its potential students; the taxpayer; and functions integral to its autonomy as a city institution. Specific responsibilities include: meeting the City's economic and manpower needs; serving the social and economic needs of the committees; attracting to the university and to the City invaluable research and technical resources; serving the cultural needs of the City, its communities, and its people; providing to the university access to all qualified students; providing opportunities for a quality higher education and a variety of programs to meet the diverse needs, interests, and career aspirations of its students; carrying out its responsibilities at the lowest possible cost to the taxpayer; and assuming and carrying out its responsibilities to the City and its people only as one integrated and autonomous city institution. (SW)

ED 171 168 HE 011 040

The State Investment in Private Higher Education in New York: A Report.
Professional Staff Congress of the City Univ. of New York, N.Y.

Pub Date-Jan 79
Note-14p.; Photographs may not reproduce clearly
Available from-Department of Institutional Research, Professional Staff Congress, 25 West 43rd Street, New York, NY 10036
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Access to Education, Accountability, College Students, Cost Effectiveness, *Educational Finance, Enrollment Rate, Enrollment Trends, Higher Education, *Nonpublic School Aid, *Private Colleges, Program Evaluation, *State Aid, State Colleges, Student Costs, Student Financial Aid, Tuition
Identifiers-*New York, *Private Higher Education

Based on a study of New York State's investment in private higher education, the following issues are discussed: access and accountability, the cost of private higher education to the public, the use and abuse of public dollars by the private sector, and the cost of the private sector to public higher education. The private colleges and universities in New York State receive more public funds from the state than do schools in any other state. The private institutions apply admission restrictions and tuition charges that effectively deny open access to the state's taxpayers. Private tuition and fees in the state have risen at the same level as the national average. Bundy aid and the Tuition Assistance Program are used by the private sector to increase tuition revenues and expenditures, and to reduce scholarships to poorer students and increase them for more affluent students. The public investment in the private sector is uneconomical since the private sector is less cost-effective than the public institutions. During the past five years, the proportion of state aid to private institutions has increased as the proportion of state aid to public institutions has decreased. Correspondingly, private enrollments have increased and public enrollments have decreased. (SW)

ED 171 169 HE 011 046

Policies and Procedures.

Commission on Higher Education, Philadelphia, Pa. Middle States Association of Colleges and Schools.

Pub Date-78

Note-120p.

Available from-Commission on Higher Education, Middle States Association of Colleges and Schools, 3624 Market St., Philadelphia, PA 19104 ($3.00)

Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-*Academic Standards, *Accreditation (Institutions), *Administrative Policy, Armed Forces, Consultants, Educational Change, Educational Policy, *Educational Quality, External Degree Programs, Fees, Governing Boards, Graduate Study, *Higher Education, Masters Degrees, School Responsibility, Study Abroad, Teacher Education, Transfer Students, Trustees

Identifiers-Accreditation Agencies, *Institutional Evaluation, *Position Papers

The Middle States Association of Colleges and Schools is a regional accrediting agency of schools, colleges, and universities, and serves the states of New York, New Jersey, Pennsylvania, Delaware, Maryland, the District of Columbia, Puerto Rico, the Virgin Islands, the Canal Zone, and some overseas locations. In this publication are included its policy statements and procedures for higher education institutions, along with some advisory papers. The policy statements cover the matters of: characteristics of excellence; candidacy for accreditation; code of good practice in accrediting; institutional responsibilities; institutional integrity; special programs and off-campus activities; substantive change; specialized institutions and programs; U.S. institutions outside the U.S.; contractual relations with non-regionally-accredited institutions; study abroad; programs on military bases; liaison with the commission; institutional disruption; and dues and fees for membership. Evaluation procedures and administrative and functional procedures are detailed. Advisory papers are appended on: the master's degree; accreditation of graduate work; functions of boards of trustees; conditions and responsibilities of professional employment; teacher education in the liberal arts colleges; the Middle States evaluation and accreditation process, in both English and Spanish; how to use an evaluation report; suggestions for preparing a followup report; consultants for employment by institutions; and transfer students. (MSE)

Girard, Kathryn
Campus Based Women's Centers.
Pub Date-Jan 77
Note-11p.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Students, Educational Quality, *Equal Education, Essays, Facilities, *Females, Higher Education, Interinstitutional Cooperation, *Student Personnel Services, *Womens Education, *Womens Studies
Identifiers-University of Massachusetts Amherst, *Womens Centers

Explored is the potential of women's centers and women's centers working together with women's studies programs to bring about meaningful changes in the form and content of women's higher education. Factors that inhibit the realization of this potential are addressed, and suggestions are offered on how these factors might be diminished and the effectiveness of women's centers increased. Ways in which the Women's Educational Equity Project at the University of Massachusetts/Amherst can assist women's centers in becoming more effective are reported. Only campus-based centers are considered, and programs from the University of Massachusetts/Amherst are used as illustrations. (MSE)

ED 171 171 HE 011 077

Morantz, Regina Markell

Women Physicians, Coeducation and the Struggle for Professional Standards in 19th Century Medical Education.

Pub Date- 78
Note-24p.
Pub Type- Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Coeducation, *Educational History, *Females, Higher Education, *Medical Education, Physicians, Professional Education, Sex Role, *Sex Stereotypes, Standards, Student Experience, *Womens Education
Identifiers-Professional Development, *Single Sex Colleges

Orthodox medical education for women in the nineteenth century is examined to determine to what extent women's actual experience reflected their stated goals. It is contended that although women successfully founded some medical schools providing creditable, and in some cases outstanding, training to females, women physicians' ambivalence about the rewards of separate education and the role of the woman physician led them to abandon support for these schools at a time when their existence was still crucial to the success of the entrance of women into the medical profession. On the one hand, female medical educators strove to make women physicians as professional as possible, demanding that students comply with, if not surpass the highest standards of excellence for men. On the other hand, they sought to preserve for women a special role in medicine, hoping to channel their intellectual energies into service appropriate to Victorian concepts of woman's sphere. Although successful in the narrow sense, the movement to educate women in medicine in the nineteenth century failed to change timeworn beliefs about the role of women in the profession. (SW)

ED 171 172 HE 011 083

Bibb, Sharon And Others
How to Find a Job: Exit Booklet for Graduate Students.
Washington Univ., Seattle Office of Affirmative Action for Women.
Pub Date- 76
Note-56p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage
Descriptors-College Faculty, *College Graduates, College Majors, Departments, Employee Attitudes, Employee Responsibility, Employer Employee Relationship, Employment Opportunities, Employment Services, Equal Opportunities (Jobs), *Graduate Students, Higher Education, Intellectual Disciplines, Interviews, *Job Applicants, *Job Application, Job Placement, *Job Search Methods, Professional Associations, State Universities
Identifiers-*University of Washington

This booklet is prepared for the graduate community with the intent of helping students find employment at the end of their studies. Some information is specific to the University of Washington, but much could be used by graduate students of any institution. Resources within the community as well as within the university are outlined, and techniques for finding jobs are described: resume writing, letter writing, the job interview, jobs in higher education, government jobs, and one's rights as a job-seeker (fair and unfair pre-employment inquiries). Information is supplied by University of Washington departments about employment in those professional fields. The information includes job possibilities, job advertising sources, professional societies in the field, and other relevant information. (MSE)

ED 171 173 HE 011 088

Solmon, Lewis C.

Grant Elements in Faculty Mobility: Some Initial Interpretations.

Pub Date- 78

Note-27p.; Earlier version of this paper, co-authored with Kevin Hopkins, was presented at the American Economics Association Meeting (New York, New York, December 28, 1977)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Faculty, *Faculty Mobility, *Geographic Location, Higher Education, Occupational Mobility, Teacher Attitudes, *Teacher Salaries, *Teaching Conditions

Identifiers-*Compensation (Remuneration)

Factors important to faculty mobility decisions are identified based upon the concept of grants economics. This approach makes two assumptions: that a faculty member's market value can be determined and that it is independent of local labor market conditions. Several thousand faculty members in the social, biological, and physical sciences and engineering who had changed jobs since 1970 were surveyed in 1977 to identify the causes of immobility and those psychic benefits that were important in faculty moves. Geographical preferences appeared to be more important than salary in mobility decisions. In terms of actual job changes, there seemed to be some tradeoffs of salary for other desirable job traits. High levels of institutional prestige, opportunity for creativity and scholarly pursuits, and autonomy are characteristics for which faculty members will sacrifice income. They will require higher salaries if smaller amounts of these traits exist. In most cases, desirable jobs provide both high salaries and large amounts of nonmonetary benefits. (SW)

ED 171 174 HE 011 097

National Development Through International Education. IIE Services for Governments and Universities of Developing Countries.

Institute of International Education, New York, N.Y.

Pub Date- 79

Note-17p.

Available from-Institute of International Education, 809 United Nations Plaza, New York, NY 10017

Pub Type- Reports - Descriptive (141) - Reference Materials (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Faculty, College Students, *Consultation Programs, *Developing Nations, *Educational Administration, *Educational Programs, Foreign Countries, Higher Education, *International Education, Nonprofit Organizations, Recruitment, Staff Improvement, *Technical Assistance

Identifiers-*Institute of International Education NY, Professional Development

Services for governments and universities of developing countries offered by the Institute of International Education (IIE), an organization that sponsors international educational programs and provides technical cooperation to governments in education administration, are outlined. Degree and certificate programs, special courses, short-term visitors, and internships offered in the United States by the IIE are described. Technical cooperation functions of IIE include faculty recruitment, recruitment of experts and consultants, in-country training programs, seminars and conference management, and purchasing services. Staff training and support services for government programs include consultation and staff-training programs and computer services. (SW)

Ethnic Minorities and Women at the University of New Mexico.

New Mexico Univ., Albuquerque.
Pub Date-Oct 78
Note-19p.
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, *College Students, Enrollment Influences, *Enrollment Rate, Ethnic Groups, *Females, Graduate Study, Higher Education, Law Schools, Medical Schools, *Minority Groups, Program Evaluation, School Holding Power, Student Financial Aid, Student Recruitment, *Womens Education
Identifiers-Student Retention, *University of New Mexico

Information on ethnic minorities and women at the University of New Mexico is presented. Specialized programs that emphasize recruitment and retention of minority and women students and the amount of money associated with each program are listed. A breakdown by race, nationality, and sex of the 1977 entering freshman class is presented, and a system of advisement and counseling to increase retention of students is noted. The following issues are discussed: minorities and women and graduate study; aid for graduate students; the relationship of degree production to enrollment; the faculty and staff in general and with respect to representation of women and minorities; and the professional schools and enrollment of minorities and women. It is concluded that the University of New Mexico has the best overall record of any major state or land grant university in the U.S. in terms of minority and women enrollment. (SW)

ED 171 176 HE 011 110

Corporate Support of Higher Education, 1977.
Council for Financial Aid to Education, New York, N.Y.
Pub Date-Jan 79
Note-29p.
Available from-Council for Financial Aid to Education, 680 Fifth Avenue, New York, NY 10019 ($3.00 prepaid)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Students, *Educational Finance, Enrollment Trends, Expenditure Per Student, Grants, *Higher Education, *Industry, National Surveys, *Private Financial Support, *School Industry Relationship, Trend Analysis

Some of the results of the fourth Annual Survey of Corporate Contributions are presented in this report on corporate support of higher education for 1977. Usable questionnaires were returned by 816 companies. A discussion of national trends considers corporate support of higher education vs. college and university expenditures, increased student enrollment, increased expenditures per student, the impact of inflation, and prospects for future declines in expenditures per student. Survey findings concern the following: contributions in relation to financial data, the functioning of company foundations, educational support by size of company, educational support by marketing area, and educational support by purpose. It is shown that capital grants declined in importance in 1977 and that support through matching gifts are growing. The purposes of educational support and dollar amounts and the purposes of educational support by industry by total dollar amounts and percentage distributions are included. The problem of measuring corporate contributions is discussed, and information about the survey report (including definitions and biases) is presented. (SW)

ED 171 177 HE 011 112

Julian, Alfred C., Ed. And Others

Open Doors/1977-78. Report on International Educational Exchange.

Institute of International Education, New York, N.Y.

Pub Date-79

Note-122p.

Available from-Institute of International Education, 809 United Nations Plaza, New York, NY 10017 ($8.25 including postage)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC not Available from EDRS.

Descriptors-*Enrollment Rate, *Foreign Students, *Geographic Location, Higher Education, Institutional Characteristics, *International Educational Exchange, Junior Colleges, *National Surveys, Private Colleges, State Colleges, Statistical Data, Student Characteristics, *Student Exchange Programs

Results are provided of surveys taken during the 1977-78 academic year of all two-year and four-year institutions listed in the "Education Directory 1976/77." Information is presented on: number and location of foreign students, 1954/55-1977/78; distribution of students by type of institution; distribution of foreign students in U.S. by major geographic region; states with most foreign students; institutions with foreign students; distribution of foreign students enrolled in public and private institutions; and distribution of foreign students enrolled in two-year and four-year institutions, 1977-78. Information on the origin of students includes the following: foreign students in U.S. by continent of origin and by continental subregion, foreign students from OPEC, leading countries of origin of foreign students, and percentage of foreign students by institutional type and geographic subregion. Additional characteristics reported include percentage distribution of foreign students by sex and distribution by academic level and fields of study. Graphs are presented and appendices include taxonomies of geographical and field of study data, survey materials including the institutional questionnaire, and foreign student enrollment by institution and by home country. (SW)

ED 171 178 HE 011 119

Post-Bakke Policy Conferences of Administrators of High-Demand Academic Programs. Reports of Eleven Conferences Held September 1978-February 1979.

American Council on Education, Washington, D.C.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date-May 79

Note-277p.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Access to Education, Administrative Policy, Admission (School), *Admission Criteria, *Affirmative Action, Business Education, Conferences, Dental Schools, Educational Discrimination, Equal Education, Graduate Study, Higher Education, Law Schools, Legal Responsibility, Medical Schools, Minority Groups, Policy Formation, *Professional Education, *Racial Discrimination, *Reverse Discrimination, *Sex Discrimination, Undergraduate Study, Veterinary Medicine

Identifiers-*Bakke v Regents of University of California, Selective Admission

Information on eleven conferences focusing on post-Bakke policy and sponsored by the American Council on Education for administrators of high-demand programs is presented. An introductory report by Todd Furniss (Professional Education After Bakke'') discusses the rationale for the conferences and examines some of the implications for post-Bakke policy. Conference schedules, participants, materials, and summary reports are included for conferences held at Harvard University, University of Michigan, California Institute of Technology, University of North Carolina, Wellesley College, and Northwestern University. The conferences were held between September 1978 and February 1979 throughout the country and emphasized affirmative action in graduate programs in law, education, business, veterinary medicine, dentistry, and medicine. One conference was held on undergraduate programs. Five papers that were specially prepared for the conference are included. These are: Bakke and Graduate Schools of Business'' (Robert M. O'Neill); Bakke: The Impact on Fellowships'' (Robert M. O'Neill); What Can and Is to Be Done: After Bakke'' (Lubosh G. Hale); The Bakke Decision: The Legal Ramifications'' (S. B. Burbank); and The Black Exclusion of Veterinary Medicine'' (G. Gurney). (BH)

Project Advance: College Courses in the High School.
Syracuse Univ., N.Y. Center for Instructional Development.
Pub Date-78
Note-27p.
Available from-Center for Instructional Development, Syracuse University, Syracuse, NY 13210
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Standards, Acceleration, *Advanced Programs, College Bound Students, College Curriculum, *College School Cooperation, *Cooperative Programs, Higher Education, *High School Students, Secondary Education, *Student Characteristics, Teacher Selection, Teacher Workshops
Identifiers-*Project Advance, *Syracuse University NY

Information is presented on Project Advance, a cooperative program between Syracuse University and participating high schools that allows high school seniors to take regular college courses in their own school and at low cost. The illustrated booklet contains descriptions of the program in general, selecting and training of teachers, maintaining college standards, some limitations of the program, and information on the students. Course descriptions, a list of participating high schools and course offerings for 1978-79, resume information for Project Advance faculty and administrative staff, and a bibliography of research reports and publications are also provided. (SW)

ED 171 180 HE 011 143

Matthews, Drue

True Confessions of a Pre-Law Advisor.

Pub Date-Jun 78
Note-15p.; Speech presented at the Northeast Association of Pre-Law Advisers annual conference (June 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Admission Criteria, *College Choice, *Educational Counseling, *Faculty Advisors, Higher Education, *Law Schools, Student Needs
Identifiers-College Applicants, Cornell University NY, Law Students, *Selective Admission

Perspectives of a law school advisor on the advising role as seen by the student and the law school and issues that are relevant to student needs are presented. Questions that students frequently ask the law school advisor and the legitimacy of the advisor as a screener in getting students accepted into law schools are discussed. Concern over the qualifications of applicants, including the quality of their educational experiences as well as their Law School Admission Test scores and grade point averages is addressed. Some of the pressures on the law school advisor and the need for well informed visitors to campuses from the law schools are noted. The need for timeliness in responding to student applications, the role of the NAPLA, and factors used in admission decisions at Cornell University are also covered. (SW)

ED 171 181 HE 011 144

Catterton, Brenda

Putting the Student's Right to Know into Practice. Testimony on the Administration's Proposals for Reauthorization of Title IV (Student Financial Assistance) and Other Parts of the Higher Education Act.

National Student Educational Fund, Washington, D.C.
Pub Date-4 Jan 79
Note-17p.
Available from-National Student Educational Fund, 2000 P Street, N.W., Suite 305, Washington, DC 20036
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accountability, Administrative Change, Consumer Protection, *Educational Legislation, Educational Opportunities, Federal Government, *Federal Legislation, Financial Support, Higher Education, *Information Needs, Information Services, Loan Repayment, Records (Forms), *Student Financial Aid, Student Loan Programs, Student Needs
Identifiers-Education Amendments 1976, *Financial Aid Applicants, Higher Education Act, Legal Analysis

This testimony on the Reauthorization of the Higher Education Act defines the objectives of the National Student Educational Fund. The remarks focus on putting the student's right to good information about educational opportunities into practice by providing better information, by simplifying the financial aid system, and by providing key roles for consumers to improve the information and other services. The testimony builds on the first steps taken in the Student Consumer Information sections of the Education Amendments of 1976. The following specific areas are discussed: student consumer information; consumer confidence indicators; a consumer service audit of financial aid services; a common financial aid form, with consumer accountability; a FIPSE fund for student-developed projects, and clearinghouse for technical assistance to student projects for improving education; and forgiveness of loan indebtedness for community service work. Proposed amendments to the Higher Education Act of 1965, as amended, a proposed new Student Consumer Information Section of Title IV, and activities involving the Bureau of Student Financial Assistance and the Bureau of Higher and Continuing Education are presented. (SW)

ED 171 182 HE 011 147

Educational Plans and Career Choices of Bachelor's Degree Recipients at Fitchburg State College.

Merrimack Education Center, Chelmsford, Mass.
Pub Date-Nov 78
Note-41p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bachelors Degrees, *Career Choice, *Career Planning, *College Majors, *College Students, Educational Planning, Higher Education, Occupational Aspiration, School Surveys, State Colleges, Teacher Education, Vocational Counseling
Identifiers-*Education and Work, *Fitchburg State College MA

Fitchburg State College, Massachusetts, conducted a study to determine the relationship of undergraduate degree work with the actual career choice of students. Study instruments were: a revision of the Occupation and Career Interest Survey'' developed in Indiana, a test of major fields of study based upon the Higher Education General Information Survey Taxonomy,'' and a list of occupation and career titles and groupings, based upon the occupational listings of the Bureau of the Census. The survey population included all bachelor degree recipients for June 1978 at Fitchburg State College. Usable responses were obtained from 404 students. Data and analyses are presented on the following areas: respondent's age and marital status, high school location, parents occupation and educational attainment, grade point averages, major fields of study, expected highest level of education, career plans and aspirations, undergraduate major and career relatedness, desired career work environment, factors involved in career decision, reasons for changing career choice, expected career residence location, and evaluation of career counseling received. The findings suggest that the concept of career guidance and how students receive information should be reexamined, especially since 44 percent seek careers in education and previous year graduate studies show that only 27 percent gained employment in education. (SW)

ED 171 183 HE 011 148

Jackson, Dorothy J.

Effectiveness of Training Institute for Women Administrators: A Preliminary Investigation.

Pub Date-Feb 79

Note-20p.; Paper presented at the Eastern Educational Research Association annual meeting (Kiawah Island, South Carolina, February 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Education, *College Administration, Conference Reports, Course Evaluation, Employment Opportunities, *Females, Higher Education, Longitudinal Studies, Participant Satisfaction, Professional Recognition, *Program Effectiveness, Status, *Summer Institutes, Womens Education

Identifiers-*Professional Development

The effectiveness of a four-week residential summer institute, developed by the Higher Education Resource Services (HERS, Mid-Atlantic), the University of Pennsylvania, and Bryn Mawr College, to train women for administrative positions in higher education was assessed in a 1978 study and will be evaluated in a longitudinal analysis. The institute provides training in finance and budgeting, management and information systems, and understanding of governance and planning, and it provides practical experiences in administrative problem solving. Both qualitative and descriptive data are gathered each year at the conclusion of the institute. Participants in 1978 expressed a high level of satisfaction with the institute, and the results indicate it was an effective means of training. Women who attended the institute aspire to high level administrative positions and as a group are very career-oriented. Almost three-fourths of the participants presently have administrative responsibilities, and they attended the institute in order to advance personally and professionally and to acquire specific skills. Objectives of the longitudinal study and a brief review of reports on the status of women in higher education administration are presented. (SW)

ED 171 184 HE 011 154

Arden, Kelvin J. Whalen, William J.

Effective Publications for Colleges and Universities. Revised Edition.

Council for Advancement and Support of Education, Washington, D.C.

Pub Date-78

Note-171p.

Available from-Council for Advancement and Support of Education, Suites 530/600, One Dupont Circle, Washington, DC 20036

Pub Type- Reference Materials (130) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annual Reports, Catalogs, College Administration, Cost Effectiveness, Editing, Expository Writing, Faculty Handbooks, Fund Raising, Graphic Arts, Higher Education, Illustrations, *Organizational Communication, Photographs, *Publications, *Publicize, *Public Relations, Reference Materials, *School Publications, Technology

This guide is intended as an aid in producing effective institutional publications. It addresses: communicating through publications; organizing the publications office; editing and writing techniques; buying printing; the catalog; recruiting and career materials; publications; organizing the annual report; faculty, student, and other handbooks; newsletters; internal communications; special purpose publications; using photos and photographers; art and artists; stretching the publications dollar; and the new technology. A brief bibliography is appended. The guide does not specifically cover technical reports, alumni magazines, student publications, or the kind of scholarly book publishing ordinarily handled by a university press. (Author/MSE)

Sprinkle, Robert M., Ed.

Administration of International Cooperative Education Exchanges. A Wingspread Consultation.

International Association for the Exchange of Students for Technical Experience/United States, Columbia, Md.; Johnson Foundation, Inc., Racine, Wis.

Pub Date-78

Note-126p.; Photographs and page 41 may not reproduce well; A Wingspread Consultation sponsored by IAESTE/US in cooperation with the Johnson Foundation (June 26-27, 1978); Not available in paper copy due to marginal legibility of original document

Available from-International Association for the Exchange of Students for Technical Experience/United States, American City Building, Suite 217, Columbia, MD 21044 (Free while supply lasts)

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Students, *Cooperative Education, Educational Administration, Higher Education, *International Educational Exchange, *International Organizations, Organizations (Groups), Program Administration, *School Industry Relationship, *Student Exchange Programs, Trend Analysis, Work Experience Programs

Identifiers-Canada, *Education and Work, United Kingdom, United Nations

Papers are presented from a consultation program on administration of international cooperative education exchanges. The papers provide the

broad context in which the International Association for the Exchange of Students for Technical Experience/United States will develop programs and administrative services to facilitate international placements for co-op students. The contents are as follows: A World View of Cooperative Education,'' by William C. Wilson; Current Status and Future Trends of Cooperative Education Exchange in the United States,'' by Donald C. Hunt; Current Status and Possible Future Trends for International Co-op Exchanges Canada,'' by G. M. Lancaster; Current Status and Possible Future Trends for International Sandwich Mode Higher Education Interchange, A United Kingdom View,'' by Gerald Smith; Future Trends in International Human Resource Development A Multinational Corporation Perspective,'' by George F. Garvey; Future Trends in International Human Resource Development A United Nations Perspective,'' by Virginia A. Sauerwein; Administrative Services to Support and Facilitate International Cooperative Education and Sandwich Training Exchanges: A Proposed Role for IAESTE/US,'' by Robert M. Sprinkle; and a chronology of related events on international placements for students enrolled in cooperative education and sandwich training programs. (SW)

ED 171 186 HE 011 175

CFAE: The Casebook. Aid-to-Education Programs of Leading Business Concerns.

Council for Financial Aid to Education, New York, N.Y.
Pub Date Aug 78
Note-236p.
Available from-Council for Financial Aid to Education, 680 5th Avenue, New York, NY 10019 ($12.00)
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors-*Business, Capital Outlay (for Fixed Assets), *Educational Finance, Endowment Funds, *Grants, *Higher Education, Industry, Operating Expenses, *Private Financial Support, Research Opportunities, *School Industry Relationship, Student Financial Aid
Identifiers-Matching Gifts, *Philanthropic Foundations

Details of the aid-to-education programs of leading companies are compiled, revealing profiles of corporate purposes and policies in educational support and the principal types of support mechanisms being used to reflect corporate interests. Ways in which diverse corporate interests can be accommodated by program structure are shown. The casebook provides a means for companies with established programs of educational support to evaluate what they are doing in comparison with other companies of similar size and characteristics. It can help corporate executives reappraise what they are doing, learn of new techniques, and modify their programs according to developing interests. Only a sample of programs are included in the 197 entries. Those represented in this volume are primarily those that have cooperated with the Council for Financial Aid to Education over the past 20 years, including several philanthropic foundations as well as corporations such as General Motors. Among the information provided in the profiles are: foundation or company name; address; the officer responsible for such programs; total educational grants in a recent year; the purpose of the aid-to-education program; and the types of aid programs provided (unrestricted, operating, research, matching gifts, indirect, individual student or faculty support, etc.). Three indexes are provided: (1) participating companies, alphabetically arranged, (2) participating companies by field of business, and (3) participating companies by categories of giving. (Author/MSE)

ED 171 187　　HE 011 205

Prodgers, Stephen B.
Marketable'' Degrees: The Expansion of Business Enrollment. Regional Spotlight, Vol. 12, No. 4, Winter, 1979.
Southern Regional Education Board, Atlanta, Ga.
Pub Date-79
Note-9p.
Available from-Southern Regional Education Board, 130 Sixth Street, NW, Atlanta, GA 30313
Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Blacks, *Business Education, *College Majors, *Cooperative Education, *Employment Opportunities, Females, Higher Education, Job Market, Liberal Arts, *Southern Schools, Trend Analysis, *Womens Education
Identifiers-Education and Work

Articles on the expansion of business enrollment in higher education, prospects for liberal arts majors, and the lack of understanding by Americans about business and economics are included in this bulletin. It has been theorized that college students are studying business fields because of limitations in the job market. More women and blacks are reported to be studying business, and women are enjoying a seller's market upon graduation from business schools. There is an increase in cooperative education programs, workshops, and internships. Programs in southern colleges and universities are briefly described. The question of whether business education should emphasize knowledge itself or practical skills is addressed. The establishment of new schools of business in the South is also discussed. A Southern Regional Education Board Study has found that in addition to the liberal arts, the fields of education, law, and communications are being edged out of the traditional college job market. The employment prospects of liberal arts majors in comparison to business majors are examined. (SW)

Botsford, Keith

The Tuition Advance Fund: An Analysis Prepared for Boston University.

National Association of Independent Colleges and Universities, Washington, D.C. National Inst. of Independent Colleges and Universities.
Pub Date- 78
Note-52p.; For related document see HE 011 209; Table III (TAF Costs 1980-1995) may not reproduce well due to small print
Available from-National Institute of Independent Colleges and Universities, Suite 503, 1717 Massachusetts Avenue, N.W., Washington, DC 20036
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Students, Educational Finance, *Educational Legislation, *Enrollment Projections, Federal Legislation, Financial Support, Higher Education, Income, *Loan Repayment, Models, Socioeconomic Status, Student Costs, *Student Financial Aid, *Student Loan Programs, *Tuition
Identifiers-Boston University MA, Data Resources Inc, Institute for Demographic and Economic Studies, Legal Analysis, *Tuition Advance Fund

Three models for anlayzing the Tuition Advance Fund (TAF) are examined. The three models are: projections by the Institute for Demographic and Economic Studies (IDES), projections by Data Resources, Inc. (DRI), and the Tuition Advance Fund Simulation (TAFSIM) models from Boston University. Analysis of the TAF is based on enrollment, price, and repayment schedules, which depend on income projections. It is claimed that all three models are working on totals that are not acceptable, because they gloss over substantial differences between the types of institutions and the two sectors of higher education that must be taken into account. It is claimed that the TAFSIM model shows convincingly that if the Congress creates TAF, the projected 1979 appropriation of $4.5 billion would be sufficient, under any of the four alternative plans for the state sector suggested by Boston University, to defray the costs of the program in the initial year. Graphs are appended that illustrate the repayment schedules of the TAF under Congressional Appropriation Plan I, and each of the four tuition plans for the state sector is presented. (SW)

ED 171 189 HE 011 209

An Analysis of the Tuition Advance Fund Bill.

Data Resources, Inc., Lexington, Mass.; National Association of Independent Colleges and Universities, Washington, D.C. National Inst. of Independent Colleges and Universities.

Pub Date-29 Sep 78

Note-50p.; Not available in paper copy due to marginal legibility of the original document; For related document see HE 011 208

Available from-National Institute of Independent Colleges and Universities, Suite 503, 1717 Massachusetts Avenue, N.W., Washington, DC 20036

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Students, Educational Finance, *Educational Legislation, Federal Legislation, *Financial Support, Higher Education, *Loan Repayment, Mathematical Formulas, Private Colleges, Socioeconomic Status, State Colleges, *Student Financial Aid, *Student Loan Programs, Student Responsibility, *Tuition

Identifiers-Legal Analysis, *Tuition Advance Fund

The Tuition Advance Fund (TAF) bill is analyzed on theoretical economic grounds, and forecasts of the net costs of the proposed program up to 1990 are offered. The TAF bill proposes the establishment of a new system of college loans as an addition to existing programs to allow students to borrow tuition plus an allowance for other costs. Novel ideas in the bill include treatment of loan payments as tax obligations and pooling of income of married couples with loans for the purpose of calculating taxable income. Projected deficits are larger than the maximum appropriation in the early years of the program whether or not tuition controls are included. It is demonstrated that loans in the program are cheaper for students at private colleges than for public college students. Further, although private college enrollments are expected to be only 20 percent of the total in the 1979-80 school year, students in the private colleges are projected to take 37 percent of the loan money from this program. Both effects are due to the relatively high tuition charges in private colleges. Comparative statistics are provided along with an addendum to the bill prepared by Data Resources, Inc. (SW)

ED 171 190 HE 011 253

Garfin, Molly, Comp.

Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education.

Pub Date-Jan 79

Note-56p.

Available from-National Center for the Study of Collective Bargaining in Higher Education, Baruch College, CUNY, 17 Lexington Avenue, New York, NY 10010 ($5.00)

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Arbitration, *Collective Bargaining, *College Faculty, *Contracts, Faculty Organizations, Higher Education, *Labor Legislation, Organizations (Groups), Private Colleges, Resource Guides, State Colleges, *Unions

Identifiers-Faculty College Relationship

Statistical data and a descriptive summary of the data on faculty contracts and bargaining agents are presented. The following information is provided for colleges listed by state: number of campuses, type of college, size of bargaining unit for 1977-78, the current bargaining agent, the year the current agent was elected, the year the initial contract was signed, and the expiration date of the current contract. A list of colleges voting no agent, and a summary list of elections for 1978 are presented. Statistics are given on agents and contracts for specific unions, and data are provided for private and public colleges. Information is also presented on the status of state collective bargaining legislation. An alphabetical list of colleges and universities is included. It is shown that a total of 382 bargaining agents have been elected, with public colleges accounting for 302 and private colleges, 80; 119 for four-year universities, and 251, two-year. (SW)

ED 171 191 HE 011 254

Jabker, Eugene H. Halinski, Ronald S.

The Latent Functions of Teacher-Improvement Programs in Higher Education.

Pub Date-Apr 79
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, *Curriculum Development, Effective Teaching, *Faculty Development, Higher Education, Improvement Programs, *Instructional Improvement, *Program Evaluation, Questionnaires, *Teacher Participation, Teacher Role, *Teaching Models
Identifiers-*Illinois State University

The possibility that direct participation by faculty in projects to revise curricula and create new instructional media would also generate a more systematic way of thinking about teaching was studied through administration of a questionnaire to faculty at Illinois State University who had received an instructional development program grant. Of the 342 distributed questionnaires, 190 usable responses were obtained. Results suggest that the artist-scientist concept of teaching is not a single dimension: faculty who may have a more theory-based orientation to teaching (as opposed to experience-based) will not necessarily have a more public-based orientation or embrace the notion of standardization. Data are presented on: the results of a factor analysis of three teaching orientations; information on the projects that were undertaken; and results and reactions to the projects. Reevaluation of the role of faculty in the planning and production phases of project design is suggested. (SW)

ED 171 192 HE 011 255

Farrenkopf, Toni
Physical Dimensions of College Classroom Environments.
Pub Date-Apr 79
Note-10p.; Paper presented to American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitude Tests, Classroom Design, *Classroom Environment, *College Environment, Higher Education, *Physical Environment, Physical Facilities, *Rating Scales, Research Projects, State Colleges, *Student Attitudes

A project was undertaken at two state universities to investigate the physical dimensions of college classroom environments and their effects on student attitudes and the determining factors of such attitudes. The attitudes of 789 undergraduate, introductory psychology students toward 11 college classrooms were surveyed through administration of questionnaires. An open-ended question asked students to state their impressions of the physical classroom environment and to rate their attitudes toward that physical classroom on an eleven-point rating scale. Six other eleven-point rating scales were aimed at the potential influence of attitudes toward instructor, subject matter, class social atmosphere, class time, class duration, and schedule fit. A classroom modification project, employing continuous behavioral and attitudinal assessment, also was undertaken. Environmental dimensions in need of improvement and available for manipulation were esthetics, furniture, use of space, the use of color, decorations, fabric, and carpeting. After modifications to the physical dimensions of the classroom, surveys were administered. The rating scale is enclosed. (SW)

ED 171 193 HE 011 259

Haines, Patricia Foster

The Ecology of Coeducational Opportunity: The Higher Education of American Women in Historical Perspective.

Pub Date- 79

Note-39p.; Best copy available

Pub Type- Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Coeducation, College Students, *Educational History, Educational Opportunities, Educational Policy, *Educational Practice, *Females, Higher Education, Males, Sex Differences, *Sex Role, Student Experience, *Womens Education

Identifiers-*Cornell University NY

A case study of Cornell University in its formative years (1868-1900) is presented to suggest the value of the historical approach in understanding the problem of sex-role channeling in the coeducational environment. The case of Cornell illustrates how nineteenth century concepts of femininity and masculinity were fundamental to evolution of both administrative policy and practice, as well as to a vibrant student culture which similarly reinforced, and elaborated upon, traditional societal values regarding 'appropriate' sex-role polarization. Since Cornell served as a major model for the development of collegiate coeducation throughout the nation, its history may be richly suggestive of the historical experience of students under coeducation in general. The overwhelming message transmitted by the different dimensions of the student experience was that women and men are essentially different and that their preparation needs during the college years are as different as their prospective roles in, and contributions to, adult society should be. (SW)

ED 171 194 HE 011 260

Haines, Patricia Foster

Collegiate Womanhood: 'The Woman Question' in American Higher Education, 1890-1910.

Pub Date-12 Apr 79

Note-35p.; Paper presented to the American Educational Research Association (San Francisco, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Coeducation, College Students, *Educational History, Educational Opportunities, Educational Policy, Educational Practice, Equal Education, *Females, Higher Education, *Historical Reviews, Sex Differences, *Sex Role, Student Experience, *Womens Education

Identifiers-*Cornell University NY, *Single Sex Colleges

Literature from the late nineteenth century and a case study of Cornell University between 1870 and 1900 are discussed in relation to higher education of women to explore how contemporary theorists and academic administrators dealt with the issues. Theoretical definitions of ``equal'' opportunities for women in academe shifted from integration identical treatment to affirmation of a form of separatism which protected both women and men from ``inappropriate'' interaction, while positing a unique, positive role for women. The values and goals of the single-sex and coeducational schools were remarkably similar; the difference between the two types seems to have been associated with the sex of major administrators, rather than theoretical foundations for policy. The case of Cornell suggests that coeducation evolved from a relatively simplistic policy of open admissions, into a sophisticated, deliberate ``system'' for inculcating the values of 'true womanhood.' Suggestions are offered for specific areas that could benefit from increased scrutiny by historians, since it is important to understand the roots of academic separatism within the coeducational as well as single-sex environment. (SW)

Wilson, Harriet E.

An Investigation of Intellectual and Non-Intellectual Variables as Predictors of Academic Success of High Risk College Freshmen at Southern Illinois University at Carbondale.

Pub Date-Aug 78
Note-41p.; M.S. Thesis, Southern Illinois University
Pub Type- Dissertations/Theses (040) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *College Students, Culturally Disadvantaged, Economically Disadvantaged, *Educationally Disadvantaged, Grade Point Average, *Grade Prediction, Higher Education, Nontraditional Students, Predictive Measurement, *Predictor Variables, Research Projects, Success Factors
Identifiers-*High Risk Students, *Southern Illinois University Carbondale

A study was conducted to investigate personal and intellectual variables of the special supportive services population at Southern Illinois University at Carbondale and to determine reliable and valid predictors regarding the academic success of future applicants. A literature review of the development of compensatory programs and of studies that investigated predictive variables of academic success for high risk college students is presented. Forty high risk students were study subjects. Data on the students were subjected to a multiple regression analysis technique. The other variables were race, income, high school percentile rank, sex, and rankings received from an interview. The criterion employed was the overall grade point average of each subject. It was found that while other variables added significance to the criterion, ACT composite scores was the best overall predictor. (SW)

ED 171 196 HE 011 262

Enrollment at State Universities and Land-Grant Colleges, Fall, 1978.
National Association of State Universities and Land Grant Colleges, Washington, D.C. Office of Communications Services.
Pub Date-Apr 79
Note-24p.; May be marginally legible due to colored paper
Available from-Office of Communications Services, National Association of State Universities and Land-Grant Colleges, One Dupont Circle, Suite 710, Washington, DC 20036
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Freshmen, Comparative Statistics, Declining Enrollment, *Enrollment Rate, *Enrollment Trends, Females, Graduate Study, Higher Education, *Land Grant Universities, Males, *National Surveys, Part Time Students, Professional Education, School Size, *State Universities, Undergraduate Study
Identifiers-Full Time Students

The ninth annual survey by the Office of Communications Services of the National Association of State Universities and Land-Grant Colleges (NASULGC) shows total enrollment at state and land-grant universities dipped from 3,362,846 in 1977 (391 campuses reporting) to 3,231,948 in 1978 (354 campuses reporting), a drop of 4 percent. The Office of Communications Services (OCS) obtained information from 133 of the Association's 142 member institutions. Figures are based on head counts of both full-time and part-time enrollment, and include extension students enrolled in courses for credit. OCS conducted a supplementary survey of extension enrollment for credit, and added these figures to data that members reported to the National Center for Education Statistics for its Higher Education General Information Survey (HEGIS). Statistical data are included in this report. (Author/MSE)

ED 171 197 HE 011 263

Minority Enrollment at State Universities and Land-Grant Colleges, Fall, 1978.

National Association of State Universities and Land Grant Colleges, Washington, D.C. Office of Communications Services.
Pub Date-Apr 79
Note-17p.; May be marginally legible due to colored paper
Available from-National Association of State Universities and Land-Grant Colleges, One Dupont Circle, Suite 710, Washington, DC 20036
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Black Students, *College Students, Comparative Analysis, Declining Enrollment, *Enrollment Rate, Ethnic Groups, *Foreign Students, Higher Education, *Land Grant Universities, *Minority Groups, *State Colleges, Trend Analysis

A survey was conducted by the National Association of State Universities and Land-Grant Colleges to determine minority enrollment at state universities and land-grant colleges. There was a four percent decline in overall enrollment at state and land-grant universities from 1977 to 1978. The survey covered 354 campuses and determined that black students, representing the largest minority group, comprised 7.3 percent of total 1978 enrollment. Comparative data for 1976 and 1978 are presented for total enrollment of ethnic groups. The survey contains data by level, sex, and full-time/part-time status. Among the findings are: non-resident aliens jumped 21.9 percent in two years; non-resident aliens headed all minorities in full-time status; and black enrollment at predominantly white campuses continued to rise. Institutions with the largest minority enrollments and enrollment data are included. (SW)

ED 171 198 HE 011 264

Overall, Jesse U. Marsh, Herbert W.

Cognitive and Affective Outcomes: Their Relationship to Effective Teaching and Students' Evaluations of Instruction.

Pub Date-Mar 78
Note-20p.; Paper presented at the American Educational Research Association annual meeting (Toronto, Canada, March 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Behavior, *Cognitive Development, College Instruction, College Students, *Effective Teaching, Factor Analysis, Higher Education, Questionnaires, Research Projects, *Self Evaluation, *Student Evaluation of Teacher Performance, *Undergraduate Students
Identifiers-*University of California Los Angeles

The relationship between students' evaluations and both cognitive and affective consequences of instruction was investigated. A total of 924 undergraduate students of the University of California at Los Angeles who had completed an introductory computer programming class were subjects. Responses to a 38-item evaluation questionnaire provided students' perceptions of instructional effectiveness at the end of each quarter. A correlation matrix was computed for the items based on individual student responses. Factor analysis, a principal components solution followed by a varimax rotation, of the correlation matrix, which yielded an orthogonal solution, was carried out. The evaluation instrument also included five items designed to provide information about a student's perception of his or her affective growth. Results confirmed that by the end of the quarter, students' evaluations of instructional effectiveness were positively related to their achievement in the course. Ratings on the evaluation dimensions concern'' and examinations,'' as well as on the overall instructor rating item, bore the strongest relationships with students' positive cognitive outcomes. Definite, statistically significant relationships with affective outcomes were found both for the overall course summary item, and for the rating components of concern,'' examinations,'' interaction,'' and learning.'' The questionnaire items are appended. (SW)

ED 171 199 HE 011 272

Bannerman, James W.

The Development of a Departmental Policy Relative to the Distribution of Salary Increases for the Faculty of the Industrial Engineering Technology Department at the Southern Technical Institute.

Pub Date-Jun 77

Note-38p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Policy, *College Faculty, *Departments, Engineering Education, Evaluation Criteria, *Faculty Evaluation, Higher Education, Industrial Education, Institutional Research, *Personnel Policy, Policy Formation, Research Projects, *Salary Differentials, *Teacher Salaries, Technical Institutes

Identifiers-*Southern Technical Institute GA

It was the purpose of a practicum to develop a policy for distribution of salary increases in the industrial engineering technology department, using modern wage and salary administration techniques and the management expertise of the faculty. The dean of the Southern Technical Institute and the department head jointly identified seven criteria for evaluation of the faculty. A five-member brainstorming team then established descriptors for these criteria and, after reviewing current literature, developed an institutional policy and procedure (appended) concerning the distribution of salary increases in accordance with measured performance against the criteria. The new policy and procedure were validated by comparing the salary distribution by the new method with the previous distribution. The new policy was found superior to the old method in every case and has been implemented on a trial basis for the next year. The establishment of similar policies by other departments is recommended. (Author/MSE)

ED 171 200 HE 011 274

Ryan, John W., Ed.

Changing Patterns in Graduate Education. Proceedings of the Eighteenth Annual Meeting. Council of Graduate Schools in the United States.

Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date-1 Dec 78

Note-300p.

Available from-Council of Graduate Schools in the United States, One Dupont Circle, Washington, DC 20036

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Admission Criteria, *Affirmative Action, *Aptitude Tests, College Admission, College Deans, Court Cases, Creativity, Educational Assessment, *Foreign Students, *Graduate Study, Higher Education, Humanities, *Interinstitutional Cooperation, *International Education, Masters Degrees, Research, Research Projects

Identifiers-Bakke v Regents of University of California, Constitutions (Documents), *Council of Graduate Schools, Graduate Record Examinations, Masters Programs

Changing patterns in graduate education were addressed at a meeting of the Council of Graduate Schools (CGS) in the United States. Topics of the conference included: opportunities and change in graduate education, interinstitutional cooperation in graduate programs for professionals, the future of graduate study in the humanities, decision-making in the dean's office, student-related legal problems of the academic dean, creativity and the creative climate in graduate preparation for careers, assessment of creativity in scientific problem-solving, the use of graduate record examination (GRE) scores in graduate admissions, the validity of GRE test scores, the analytical score of the GRE aptitude test, graduate education for international students, the impact of foreign students on graduate education from a Canadian perspective, interassociational activities of the Council of Graduate Schools within the field of international education, the future involvement of the Council of Graduate Schools in international education, a defense of affirmative action in graduate and professional programs, the vital role of research in graduate education, quality assessment in master's programs, implications of the Bakke case for graduate admissions, training program for graduate teaching assistants, and adapting curriculum and degree requirements for international students. The report of the CGS/GREB 1978-79 Survey of Graduate Enrollment, Part 1, is appended along with the CGS constitution and a list of member institutions. (SW)

ED 171 201 HE 011 277

Van de Graaff, John H. And Others

Academic Power. Patterns of Authority in Seven National Systems of Higher Education.

Pub Date-78
Note-234p.
Available from-Praeger Publishers, Praeger Special Studies, 383 Madison Avenue, New York, NY 10017
Pub Type- Books (010) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Comparative Analysis, *Comparative Education, *Educational Administration, Educational Change, Educational History, Educational Policy, Federal Government, *Foreign Countries, Government Role, Government School Relationship, *Higher Education, Organizational Theories, Policy Formation, Political Influences, *Postsecondary Education As a Field of Study, *Power Structure, Social Influences, State Government
Identifiers-France, Great Britain, Italy, Japan, Sweden, United States, West Germany

The result of an interdisciplinary seminar in the Institution for Social and Policy Studies at Yale University, this book reviews patterns of academic power in several nations. The authors are John H. Van de Graaff, Burton R. Clark, Dorotea Furth, Dietrich Goldschmidt, and Donald F. Wheeler. Separate chapters are devoted to the Federal Republic of Germany, Italy, France, Sweden, Great Britain, the United States, and Japan. An introductory chapter discusses characteristics of authority structures, levels of organization, policies and policy-making, basic forces in the recent development of higher education, and the organization of the study. A concluding section compares systems of higher education, and addresses the concepts, modes, and perspectives of academic power. Neither the country studies nor the comparative statements attempt to cover all aspects of higher education, but instead concentrate on the major institutional forms that carry higher education over time and the systematic connections that link the forms into state, provincial, and national systems. (Author/MSE)

ED 171 202 HE 011 279

Corwin, Thomas M. Gross, Anne C.

Higher Education Responds to Changing Retirement Laws: A Follow-Up Report. Policy Briefs, April 1979.

American Council on Education, Washington, D.C. Policy Analysis Service.
Pub Date-Apr 79
Note-7p.; Table 4 (``Institutional Plans for Using the Tenured Faculty Exemption'') may not reproduce well
Available from-Policy Analysis Service, American Council on Education, One Dupont Circle, Washington, DC 20036
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age, *College Faculty, *Educational Practice, *Employment Practices, Followup Studies, Higher Education, National Surveys, Part Time Teachers, *Personnel Policy, *Teacher Retirement, *Tenure
Identifiers-Age Discrimination in Employment Act 1967, Full Time Teachers, Legal Analysis

A survey was conducted of colleges and universities to determine the use of exemption for tenured faculty members and of decoupling measures permitted under Department of Labor regulations. The survey was a followup of an earlier study by the American Council on Education. The followup sample was composed of the 353 institutions in the original study and 25 institutions added to make the sample more geographically comprehensive. Completed questionnaires were received from 232 institutions. Respondents were asked to indicate which of five stated options on the issue of mandatory retirement would best serve the interests of higher education. Outright opposition to ``uncapping'' legislation received about 44 percent of the vote, and the options of ``seeking a permanent exemption for tenured faculty members'' and ``pointing out implications for faculty employment practices'' each received about one-quarter of the total vote. Eighty-three percent of all respondents reported that they had a mandatory retirement age. Data are presented on the mandatory retirement age for tenured and for nontenured faculty members. The number of institutions reporting that they will and will not use the exemption and the reasons offered by those who will not use it are presented. Thirty-one percent of institutions have used or intend to use decoupling policies. (SW)

Podolsky, Arthur
Colleges and Universities Offering Accredited Programs by Accreditation Field, Including Selected Characteristics, 1977-78.
National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-NCES-78-324
Pub Date-78
Note-281p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-080-01913-2)
Pub Type- Numerical/Quantitative Data (110) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Accreditation (Institutions), Architecture, Business Education, College Majors, Community Colleges, *Comparative Statistics, Dental Schools, Dietetics, Engineering Education, Forestry, Health Occupations Education, *Higher Education, Institutional Characteristics, Interior Design, Journalism Education, Junior Colleges, Landscaping, Music Education, Nursing, Pharmaceutical Education, Private Colleges, *Professional Training, School Size, Social Work, State Colleges, State Universities, Teacher Education, Theological Education, *Tuition, *Vocational Education
Identifiers-Funeral Service Education

Listed are selected characteristics for institutions of higher education and their branches offering accredited programs, as published in the "Education Directory, Colleges and Universities, 1977-78" by the National Center for Education Statistics. The institutions are shown in State order and alphabetically within States for each accreditation. Additional institutional characteristics given for each institution include institutional size, control (public, independent, or other), level (two-year, four-year, or university), and in-state and out-of-state tuition. An index is included indicating where to find data in this report for all professional accreditations that the institution has. As an illustration of its use, perhaps a secondary school student, in attempting to select a college or university to attend, has already selected a field of interest but wants to know what other accredited fields are available at this same institution in order to select a second major, a chief minor, or to have a fall-back position for a potential change of major. This publication will provide some of the information required by students to select an institution that will meet their needs. Other related data are available from the NCES series, Earned Degrees Conferred. (Author/MSE)

ED 171 204 HE 011 282

Aleamoni, Lawrence M. Dougherty, Joseph

Methods of Implementing College Placement and Exemption Programs.

College Entrance Examination Board, New York, N.Y.

Pub Date-79

Note-68p.

Available from-College Board Publication Orders, Box 2815, Princeton, NJ 08541 ($7.75)

Pub Type- Guides Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Freshmen, Course Objectives, Higher Education, Language Programs, Program Development, Resource Guides, Screening Tests, *Student Evaluation, *Student Placement, *Student Testing, Test Construction, Test Reliability, Test Selection, Test Validity

Identifiers-College Level Examination Program, Competence, University of Illinois Urbana Champaign

Designed to provide a general purpose guide for practitioners to use in developing, implementing, and evaluating (validating) placement and exemption programs, this book suggests methods of organizing and implementing such programs, provides examples of actual working

programs, and shows how the example programs fit within the framework of particular placement and exemption models that are presented in the book, College Placement and Exemption.'' Eight steps for implementing placement and exemption activities, including three checklists of specific activities, are presented. Detailed substantive examples of the vertical sectioning model, the advanced standing model, and the remediation model are provided. All the examples and frames of reference used in discussing the placement and exemption models were taken from the programs and activities at the University of Illinois at Urbana-Champaign (UIUC). To provide a small-college perspective, an example of placement for remediation was taken from the activities of Wesley College. Suggestions for assessing and planning for placement and exemption activities are offered, and a foreign language placement model and information about a calculus exemption examination are included. Also appended are: an example of the distribution of placement and proficiency test lists for Fall 1967 freshmen; example of the interpretation information for the 1974 Freshman Guidance Form; proposal on LAS College Policy concerning the CLEP examinations and the General Education Exemption Program, policy and procedure recommendations regarding placement and proficiency examinations at UIUC, and a glossary of basic terms of measurement and statistics. (SW)

Thrash, Patricia A.
A Sequential Evaluation Model for Institutions with Off-Campus Programs.
North Central Association of Colleges and Schools, Chicago, Ill.
Pub Date-Sep 78
Note-52p.; Paper prepared for the COPA/Kellogg Project for the Evaluation of Nontraditional Education; Appendices may not reproduce well
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Accreditation (Institutions), Case Studies, Educational Alternatives, Educational Change, *Evaluation Criteria, *Evaluation Methods, *External Degree Programs, Higher Education, Interinstitutional Cooperation, *Models, Program Evaluation
Identifiers-Central Michigan University, Columbia College MO, *Institutional Evaluation, *Nontraditional Education, Webster College MO

Described are the approach of the North Central Association's Commission on Institutions of Higher Education to the evaluation of institutions with off-campus programs, as well as the experiences of Commission staff members in the development of sequential evaluations for institutions with off-campus programs. Considerations made for nontraditional and rapidly changing programs are discussed. As a result of these evaluation experiences a sequential evaluation model has been produced that may be useful in designing future sequential evaluations. Examples of materials developed for the evaluation of a number of institutions with off-campus programs are presented as appendices. Institutions included are Columbia College (Missouri), Central Michigan University, and Webster College (Missouri). (Author/MSE)

ED 171 206 HE 011 284

Breneman, David W.
Distribution of Financial Aid: Is Anyone Really Hurting?
Pub Date-31 Oct 78
Note-12p.; Paper presented at College Board National Forum (New York, October 29-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Declining Enrollment, Educational Finance, *Family Income, *Federal Aid, Financial Support, Higher Education, Middle Class College Students, *Parental Financial Contribution, Policy Formation, Student Costs, *Student Financial Aid, Trend Analysis, *Tuition Grants
Identifiers-*Need Analysis (Student Financial Aid), Tuition Tax Credits

Basic questions concerning the debate over tuition tax credits and expanded student aid and perspectives about the relationship between college costs and family income are discussed. The fundamental policy issues, rather than strictly economic issues, are the focus of attention. The most obvious challenge to existing policy has been support for the tuition tax credit, which is in effect a federal scholarship awarded without reference to financial need. It is suggested that support for need-based aid is waning on campus as well as in government. With the recognition that financial need formulas were based on arbitrary and debatable judgments came experimentation with the components of the Basic Opportunity Grant formula to increase aid going to middle and upper income students, and a growing sense of unease in the student aid community regarding the credibility and public acceptability of financial need analysis. There also has been the question of whether parents should be responsible for paying college costs for their children in light of the fact that a number of students are claiming financial independence from their parents. The prospect of declining enrollments in the 1980s poses another challenge to existing student aid policy, since colleges will be influenced by the financing policies of state and federal governments. A few predictions about policy issues are offered. (SW)

ED 171 207 HE 011 286

de Wolf, Virginia A.

First-Year University of Washington Performance of Transfers from Other Washington State Post-Secondary Institutions. Report 79-11.

Washington Univ., Seattle. Educational Assessment Center.
Pub Date-Jan 79
Note-31p.
Available from-Educational Assessment Center, University of Washington, 1400 Campus Parkway, PB-30, Seattle, WA 98195
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, College Credits, College Students, Community Colleges, Comparative Analysis, Grade Point Average, Higher Education, Institutional Research, Research Projects, State Colleges, *State Universities, Statistical Studies, *Student Mobility, *Success Factors, *Transfer Students
Identifiers-*University of Washington, *Washington

Data on the academic performance of Washington State community college (CC) and four-year college transfers entering the University of Washington (UW) autumn quarters, 1973 to 1976, were studied. Students having attended more than one collegiate institution were eliminated, leaving samples of approximately 1,000 transfers for each quarter. Overall, the most consistent finding was the superior academic performance of the four-year transfers who had higher mean transfer and mean first-year UW grade point averages (GPAs) than CC transfers. In addition, when grouped according to number of transfer credits, those entering with greater than or equal to 75 credits achieved higher mean transfer and mean first-year UW GPAs than those having fewer than 75 credits. Data are also provided for comparable groups of UW "natives." (Author/MSE)

ED 171 208 HE 011 287

Brock, Stephen C., Comp.

Practitioners' Views on Teaching the Large Introductory College Course.

Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.

Pub Date-Aug 76

Note-12p.

Available from-Center for Faculty Evaluation and Development in Higher Education, 1627 Anderson Ave., Box 3000, Manhattan, KS 66502

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Curriculum, College Faculty, *College Instruction, College Students, *Grading, Higher Education, *Large Group Instruction, Resource Guides, Student Alienation, *Student Problems, *Student Testing, *Teaching Assistants

Identifiers-Kansas State University

A guide to teaching the large introductory college course is presented. The primary sources of information were the experiences of faculty members teaching large introductory courses (100 or more students) at Kansas State University. Faculty members provided responses concerning the special pedagogical problems faced by teachers of the large introductory courses, solutions to problems, and general recommendations for teachers. Participants identified four main problem areas: student anonymity, student heterogeneity, utilizing teaching assistants, and testing and grading. In the large introductory course, the individual student frequently feels that he or she is occupying a space in a huge room and that nobody knows or cares. Students can differ in these courses because of ages, different degrees of abilities and preparation, academic interests, and motivation. A problem exists because graduate students who assist in the instruction of a large introductory course frequently have little teaching experience. The large course that responds to the constraints of size by relying on objective, computer, or other machine-scored examinations often faces some student resistance and resentment. Approaches to dealing with these problems are presented, including subdividing the groups or using modular instruction. (SW)

ED 171 209 HE 011 288

Feldhusen, John F.

Practitioners' Views on Instructional Guides in College Teaching: The Purdue Three-Stage Model.

Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.

Pub Date-Aug 78

Note-16p.

Available from-Center for Faculty Evaluation and Develoonment in Higher Education, Kansas State University, 1627 Anderson Ave., Box 3000, Manhattan, KS 66502

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Autoinstructional Aids, Class Activities, College Curriculum, *College Instruction, College Students, *Course Content, *Course Organization, *Curriculum Guides, Group Experience, Higher Education, Independent Study, *Instructional Materials, *Models, Resource Guides, Units of Study

Identifiers-Purdue University IN

The three-stage model of instruction developed at Purdue University which has been applied successfully in graduate and undergraduate college courses, workshops, and high school courses is discussed. The system depends heavily on printed instructional material to guide student efforts. The model provides an approach for teaching basic subject matter, higher level cognitive understanding, and applications. Steps in designing a course are formulation of course goals and organizing the content into units. For each unit, a set of materials and activities is planned. The first activity of each unit is a set of directed learning activities designed to transmit basic information with understanding. For this stage the student receives a self-instructional guide. The next stage of activity involves small group projects designed to help the students learn how to use the basic information. Stage three involves doing an individual project. A model syllabus, which is appended, illustrates a college course designed in the three-stage model. A sample course outline, sample information questionnaire, and instructional objectives for the self-instructional guide, the group instructional guide, and the individual projects are included. (SW)

ED 171 210 HE 011 290

Potter, Earl L., Comp.

Practitioners' Views on Teaching With Audio-Visual Aids.

Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.

Pub Date-Aug 78

Note-18p.

Available from-Center for Faculty Evaluation and Development in Higher Education, Kansas State University, 1627 Anderson Ave., Box 3000, Manhattan, KS 66502

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiovisual Aids, *Audiovisual Instruction, College Faculty, Computer Assisted Instruction, Effective Teaching, Higher Education, *Instructional Improvement, *Instructional Media, *Media Selection, Resource Guides, Teaching Skills, Videotape Recordings

Identifiers-Memphis State University TN, Shelby State Community College TN

A guide for teaching with audiovisual aids, based on the in-class experiences of 30 faculty members from Memphis State University and Shelby State Community College, is presented. The faculty members represented 20 instructional areas and the range of audiovisual usage included in-class use of traditional audiovisual materials and techniques, the use of the computer for management of classroom instruction, development of video tapes for classroom instruction, and audiotutorial programs. Special problems, solutions, and recommendations for the use of audiovisuals for classroom instruction were the areas of focus. Faculty comments are presented under the following categories: assessing the quality of audiovisuals, selection of audiovisual materials, teaching areas where audiovisuals are particularly useful, how to use audiovisuals in instruction, and problems associated with audiovisual equipment. (SW)

Biles, Bert R.

Strategies for Implementing Instructional Improvement Programs.

Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.

Pub Date-Jan 78

Note-41p.; Presented at the annual conference on Faculty Development and Evaluation in Higher Education (2nd, University of Florida, Orlando, Florida, Feburary 1-3, 1978)

Available from-Center for Faculty Evaluation and Development in Higher Education, 1627 Anderson Ave., Box 3000, Manhattan, Kansas 66502

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Faculty, *College Instruction, Higher Education, *Improvement Programs, Institutional Characteristics, *Instructional Improvement, Matrices, *Needs Assessment, Objectives, *Program Development, Program Planning, Resource Guides

Strategies for implementing instructional improvement programs must consider institutional characteristics, needs assessment, program and organizational objectives, and the characteristics of the instructional improvement program. Checklists, tables, and matrices are presented to illustrate the cyclical nature of the process of program development and implementation and to help organize an implementation approach. The first factor to be considered in the instructional improvement program development cycle is a set of 13 institutional characteristics that are relevant to needs assessment, goals, program and organizational objectives, and instructional improvement program characteristics. A needs assessment matrix includes the needs of faculty, students, administrators, the governing board, and other interests, and the matrix suggests four different types of needs that should be investigated. Three distinct stages of implementing program improvements are program adoption, program implementation, and program involvement. A program evaluation should be considered an integral component of the effort. The following three additional planning models are presented to aid in selecting an appropriate planning technique: interactive planning, financial productivity, and dual needs assessment. (SW)

ED 171 212 HE 011 292

Kramer, J. Lance

Some Suggestions for the Management of Human Resources: Procedures at Camelot State College.

Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date-Oct 76
Note-22p.
Available from-Center for Faculty Evaluation and Development in Higher Education, 1627 Anderson Ave., Box 3000, Manhattan, KS 66502
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Objectives, *College Faculty, Higher Education, Needs Assessment, *Performance Contracts, Resource Guides, *Teacher Behavior, *Teacher Evaluation, *Teacher Role
Identifiers-Faculty College Relationship

The development of faculty individual activity/performance agreements, a systematic set of procedures through which the goals or objectives of an institution are expressed as specific behaviors of an individual teacher, are discussed. These types of agreements also have been called growth plans or performance contracts. University objectives and faculty behaviors need to be restated using general activity descriptions and each behavioral statement needs to be examined from the perspective of the principle instructional unit of the institution. The statements also need to be considered at the next level of academic administration to identify any statement that is inappropriate to the unit. Each academic sub-unit needs to rank the objectives with respect to their relative importance. Specification of the exact role and function areas in which faculty members are expected to become involved is necessary. An example of a college is presented to illustrate the principles involved. Steps in forming agreements and elements that should be included in the final agreement are outlined. (SW)

ED 171 213 HE 011 293

Cashin, William E.

Sources of Information Upon Which to Base Evaluations of College Teaching.

Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.

Pub Date-78
Note-24p.
Available from-Center for Faculty Evaluation and Development in Higher Education, 1627 Anderson Ave., Box 3000, Manhattan, Kansas 66502
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Classroom Observation Techniques, *College Faculty, *College Instruction, *Effective Teaching, *Evaluation Methods, Followup Studies, Higher Education, Peer Evaluation, Personnel Evaluation, Resource Guides, Self Evaluation, Student Evaluation, Student Evaluation of Teacher Performance, *Teacher Evaluation

The kinds of information that have been used in the past to evaluate the effectiveness of college teaching are briefly reviewed, and the advantages and disadvantages of eight sources that seem most useful for making such judgments are discussed. Possible sources of information for evaluating an instructor's teaching effectiveness are: classroom visitation; a course portfolio; long-term followup of students; measurement of student achievement; opinions of deans, department heads, and colleagues; self-evaluation; systematic student ratings; and academic advisement. Little importance should be attached to the following sources of information: enrollment in elective courses, grade distributions, informal student opinions, and scholarly research and publication. Since there is no single source of information that is acceptable for evaluating college teaching, it is strongly recommended that several sources be used to evaluate college teaching. These sources should be chosen so that in combination they provide accurate and valid information about all of the individual instructor's teaching responsibilities. Teaching responsibilities of most faculty members would seem to be adequately covered by using systematic student ratings, course portfolios, opinions of colleagues and department heads, and self-evaluation. (SW)

ED 171 214 HE 011 294

Hoyt, Donald P. Spangler, Ronald K.
Administrative Effectiveness of the Academic Department Head: I. The Measurement of Effectiveness. Kansas State University Research Report No. 42.
Kansas State Univ., Manhattan. Office of Educational Research.
Pub Date-Jul 77
Note-17p.; For related document, see HE 011 295
Available from-Office of Educational Research, Kansas State University, Manhattan, Kansas
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes, *Administrator Evaluation, *Administrator Responsibility, *College Faculty, Comparative Analysis, *Department Directors (School), Evaluation Methods, Higher Education, Institutional Research, Research Projects, Teacher Attitudes, Validity
Identifiers-*Competence, *Department Heads

In a study of administrative effectiveness, a total of 103 academic department heads in four universities rated a set of 15 administrative activities as to their importance. Faculty members in the 1,333 departments used the same set of activities to rate both the importance they should be given by the department head and the effectiveness with which the head performed each during the previous twelve months. Tests of reliability revealed that faculty ratings of both importance and performance were made with reasonable internal consistency. Three tests of construct validity showed that each of the three types of ratings were made with at least minimal validity. A principal components analysis of faculty ratings of performance suggested that the department head has three major types of responsibility: personnel management, departmental planning and development, and building the department's reputation. (SW)

ED 171 215 HE 011 295

Hoyt, Donald P. Spangler, Ronald K.

Administrative Effectiveness of the Academic Department Head: II. Correlates of Effectiveness. Kansas State University Research Report No. 47.

Kansas State Univ., Manhattan. Office of Educational Research.
Pub Date-Jun 78
Note-17p.; For related document, see HE 011 294
Available from-Office of Educational Research, Kansas State University, Manhattan, Kansas
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes, *Administrator Evaluation, Affective Behavior, *College Faculty, *Department Directors (School), Higher Education, Institutional Research, *Interpersonal Relationship, *Leadership Styles, Research Projects, Social Behavior
Identifiers-*Competence, *Department Heads

A total of 1,333 faculty members from four universities judged the administrative effectiveness of their department head (numbering 103). They also described the department head's behavior by responding to 30 behavioral questions. Through a principal components analysis, four factors were extracted that accounted for 73 percent of the variance in the behavioral descriptions. Measures were developed of the following four administrative styles: democratic practice, structuring, interpersonal sensitivity, and vigor. Relationships between ratings of administrative effectiveness and behavioral descriptions were highly significant. A majority of the 30 behavioral items were correlated significantly with 14 of the 15 performance ratings, but the magnitude of these correlations differed widely among specific item-criterion pairs. Implications are drawn for the selection and professional development of department heads. (SW)

ED 171 216 HE 011 300

Cashin, William E. And Others

Answering and Asking Questions: A Practical Guide for IDEA Users.

Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date-76
Note-21p.
Available from-Center for Faculty Evaluation and Development in Higher Education, 1627 Anderson Ave., Box 3000, Manhattan, KS 66502
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Environment, Cognitive Processes, College Faculty, *College Instruction, *Discussion (Teaching Technique), *Effective Teaching, Higher Education, Lecture, *Questioning Techniques, Resource Guides, *Teaching Skills

This guide is concerned with the answering and asking of questions in college-level courses. Suggestions are offered regarding questioning techniques that are appropriate for lecture classes as well as for discussion groups. Ways to help students answer their own questions are to repeat the question by paraphrasing it, redirecting the question, asking probing questions, and promoting a discussion among the students. Four additional ways of responding to students' questions are: directly answering the questions, postponing answers, discouraging inappropriate questions, and admitting your ignorance. Two aspects of questions that the instructor asks are closed-ended vs. open-ended questions, and convergent vs. divergent questions. Various cognitive or intellectual levels toward which questions may be directed are memory, translation, interpretation, application, analysis, synthesis, and evaluation. It is suggested that pauses and silence can play a useful role in both lecture and discussion classes, and that it is also desirable for the instructor to create an atmosphere where students are not afraid to ask questions for fear of embarrassment. Suggestions for creating such an atmosphere are offered. A brief annotated list of further readings is included. (SW)

ED 171 217 HE 011 301

Owens, Richard E. Cashin, William E.
Preparing Examinations: A Practical Guide for IDEA Users.
Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date-77
Note-21p.
Available from-Center for Faculty Evaluation and Development in Higher Education, Kansas State University, 1627 Anderson Ave., Box 3000, Manhattan, KS 66502
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Curriculum, College Faculty, College Students, *Course Objectives, Educational Objectives, Higher Education, Resource Guides, Scoring, Student Testing, *Test Construction, *Test Items, *Test Reliability, *Test Validity

The broad topic of preparing examinations for college-level courses is addressed in this guide. General suggestions include the following: devise a test that reinforces the objectives established for the course; decide upon the primary purpose of the test before constructing it; make the test as valid and reliable as possible; and standardize the test. Construction of the following types of items are discussed: recognition items in general, multiple-choice items, true-false items, matching items, recall items, and subjective items. An examination question should be written to accomplish a specific task; it is necessary to consider the characteristics of the course content as well as the level of thinking being tested. Strengths and limitations for each type of item are covered. Suggestions for scoring and an annotated list of further reading materials are included. (SW)

ED 171 218 HE 011 302

Brock, Stephen C.

Aspects of Lecturing: A Practical Guide for IDEA Users.

Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date-77
Note-19p.
Available from-Center for Faculty Evaluation and Development in Higher Education, Kansas State University, 1627 Anderson Ave., Box 3000, Manhattan, Kansas 66502
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, College Instruction, *Communication Skills, *Effective Teaching, Higher Education, *Lecture, Resource Guides, Speech Communication, *Student Motivation, Student Teacher Relationship, Teaching Skills, *Teaching Techniques

Practical suggestions for effective lecturing are offered and what educational objectives are accomplishable by means of lecturing are discussed in this guide. The following topics are addressed: effective lecture delivery, managing lecture content, and motivating listeners. Ways to vary the stimuli and making a point in lecture delivery are considered, including using humor, mixed media, and questions. To effectively manage lecture content, the following suggestions are made: adopt some organizational scheme for each lecture, make the organization of the lecture explicit, and provide students with a lecture outline. Students may be motivated if the teacher links course material to real-life situations and makes explicit the interrelationships in course content. Factors useful for maintaining audience attention are listed, and the importance of teacher enthusiasm is emphasized. (SW)

ED 171 219 HE 011 303

Potter, Earl L.

Using Audio-Visuals: A Practical Guide for IDEA Users.

Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date-78
Note-17p.
Available from-Center for Faculty Evaluation and Development in Higher Education, Kansas State University, 1627 Anderson Ave., Box 3000, Manhattan, KS 66502
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audiotape Recordings, Audiovisual Aids, *Audiovisual Instruction, College Faculty, *College Instruction, Effective Teaching, Higher Education, *Instructional Improvement, *Instructional Media, *Media Selection, Resource Guides, Student Motivation, *Teaching Methods, Teaching Skills, Videotape Recordings

This guide is concerned with how to use audiovisuals to strengthen the instructor's teaching procedures. The following topics are addressed: concepts and functions of audiovisual materials usage, how to avoid dry and dull presentations, summarizing instruction using audiovisuals, getting to the point using audiovisuals, and relating course materials to real life situations using audiovisuals. The following functions of audiovisual technology are discussed to illustrate how audiovisual technology can be implemented to improve teaching: overcome physical limitations, stimulate interest, establish cues for learning, elicit student response, direct student response, provide a common point of reference, provide meaningful information, relate abstracts to concrete objects, extend human experience, stimulate problem solving, and provide diagnostic and remedial tools. The use of video or audio tapes, conference telephone, and games and simulations are discussed. (SW)

ED 171 220 HE 011 304

McKnight, Philip C.

On Guiding (Not Leading) Discussions: A Practical Guide for IDEA Users.

Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.
Pub Date-Aug 78
Note-23p.
Available from-Center for Faculty Evaluation and Development in Higher Education, 1627 Anderson Ave., Box 3000, Manhattan, Kansas 66502
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, College Instruction, *Communication Skills, *Discussion (Teaching Technique), *Effective Teaching, Higher Education, Resource Guides, *Teacher Role, *Teaching Skills, Teaching Techniques

The role of the teacher in a classroom discussion is addressed in this guide. The underlying construct is that of teacher-learner dialogue: a symbiotic interaction in which each person plays a complementary role. The following ideas are regarded as myths about discussions: (1) by definition, discussions are always nurturant; (2) students are always ready and willing to discuss; (3) discussions take no preparation time; (4) small classes guarantee a nurturant and friendly atmosphere; and (5) discussion leaders in universities can be one of the group. Suggestions are offered for teacher preparation of content, student information, setting, and grading standards. Students need to prepare before a discussion, and suggestions for student homework necessities are offered. Specific interactions including listening, responding, questioning, and silences are discussed. The guide focuses on the benefits to learners made possible by their teacher's skills. A bibliography is included. (SW)

Mutchler, Virginia
Relationships Among Grade Point Average, Vocabulary, Reading Comprehension, and Reading Rate of College Students.
Pub Date- 78
Note-12p.

Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *College Students, *Grade Point Average, Higher Education, Reading Comprehension, Reading Rate, *Reading Skills, Reading Tests, Research Projects, *Success Factors, Vocabulary Skills

Relationships among grade point averages and reading test scores were sought in an effort to learn whether successful students are characterized by good vocabularies, understanding, and rapid reading. Seniors within a few weeks of graduation and obtaining their elementary teaching certificates were given the Nelson-Denny Reading Test. Pearson's r'' correlation coefficient was calculated among grades and scores earned by the 152 subjects. Only the coefficient between comprehension and vocabulary was high, and only the relationship between grades and rate was negligible. Even though rapid reading, as well as slow reading, was carried out by both good students and poor students, the fairly high coefficients between rate and both vocabulary and comprehension and between grades and comprehension suggested that slow, careful reading need not be emphasized. (Author/SW)

The Robert Wood Johnson Foundation Annual Report 1978, January 1, 1978 through December 31, 1978.

Robert Wood Johnson Foundation, New Brunswick, N.J.
Pub Date-79
Note-64p.; Financial Statements and Secretary's Report not filmed
Available from-The Robert Wood Johnson Foundation, P.O. Box 2316, Princeton, NJ 08540
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Blacks, Females, Higher Education, Medical Education, Minority Groups, Physicians, *Private Financial Support, Research Projects, Rural Population, *Student Financial Aid, Womens Education
Identifiers-*Need Analysis (Student Financial Aid), *Osteopathy, Outcomes, *Philanthropic Foundations, *Robert Wood Johnson Foundation NJ

The nationwide program of financial aid for students enrolled in medicine and osteopathy, sponsored by the Robert Wood Johnson Foundation, is evaluated. The foundation made scholarship and loan funds available to students with minority backgrounds, to women students, and to students from rural areas. The evaluation study sought to determine whether students selected for financial aid tended to choose generalist careers and subsequent practice in underserved areas, and whether the funds were needed. The decision to support students from minority backgrounds appeared to be leading to the anticipated results, but it was less clear whether support awarded to women and students from rural backgrounds accomplished a similar purpose. Until federal financial support reduced in 1975-76, there was a surplus of aid funds available to students. Specific findings regarding black physicians are presented. Among the study conclusions are the following: targeting on particular groups of students can only modestly change the selection of career and practice location; and external funds to support needy students in schools of medicine and osteopathy are now critically needed. (SW)

Douglas, Joel M.
The Impact of Collective Bargaining on Governance. PERS Information Bulletin, Volume 2, No. 1, January-February 1979.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education.
Pub Date-Feb 79
Note-6p.
Pub Type- Opinion Papers (120) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Collective Bargaining, *College Faculty, *College Governing Councils, Court Cases, Faculty Organizations, *Governance, Higher Education, Negotiation Agreements, Teacher Participation, Teacher Role, *Unions
Identifiers-California, *Faculty College Relationship, Yeshiva University NY

The present status of collective bargaining at colleges and universities and the effect on governance are discussed. Five major authority patterns have been found in higher education. The advent of collective bargaining has resulted in a thorough reexamination of the issue of governance. As of January 1979, over 350 colleges and universities had organized, with more than 300 collective bargaining agreements in effect. The characteristics of academic senates, the traditional vehicle for self governance as distinct from collective bargaining modes, are described. Disagreement exists within higher education on who should have governance responsibility. A lawsuit at Yeshiva University concerning governance and a new California law that is likely to strengthen shared governance models are addressed. It is concluded that dual governance models, those in which collective bargaining and academic senates can evolve into a sharing of faculty responsibility, appear likely to continue. No evidence exists that academic senates are being replaced on campus by collective bargaining. Instead, faculty roles are being redefined with authority being redistributed. The unions' presence on the organized campus has served to clarify the definition, structure, and overall role of governance in higher education today. (SW)

ED 171 224 HE 011 317

Fincher, Cameron
What Are Basics and Why the Concern? Institute of Higher Education Newsletter, April 1979.
Georgia Univ., Athens. Inst. of Higher Education.
Pub Date-Apr 79
Note-7p.; Paper originally presented at a conference on ``Back to the Basics'' (Dalton Junior College, November 22, 1978)
Available from-Institute of Higher Education, University of Georgia, Athens, GA 30602
Pub Type- Collected Works - Serials (022) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills, College Role, Elementary Secondary Education, General Education, Higher Education, *Literacy, Literacy Education, *Minimum Competency Testing, Reading Skills, *Remedial Programs, Testing Problems, Trend Analysis, Writing Skills
Identifiers-*Competence

The forces or pressures that have produced a concern for fundamental skills of literacy are briefly considered, and a number of related questions are raised about willingness and capabilities for dealing with the issues in a deliberative, systematic manner. A major premise is the belief that the back-to-basics movement can be understood best in terms of the requirement of minimal competency testing in public schools by state legislatures and the current concern for basic academic competencies in general education at the college level. The back-to-basics movement implies a pervasive belief that the status of literacy in the 1970s is deplorable. The following questions or issues are discussed: (1) What is the evidence for a decline in literacy? (2) Can everyone in a pluralistic society master common reading, writing, and computational skills? Is it desirable that they do so? (3) Can schools and colleges actually teach reading and writing? Do school and college faculties have the resources, methods, and capabilities to actually do so? (4) Is there any genuine evidence that colleges can do what schools have obviously not done? Problems involving minimum competency tests are briefly discussed. It is concluded that the challenge to schools and colleges is to define or refurbish a workable concept of functional literacy in a democratic society with many pluralistic features. (SW)

ED 171 225 HE 011 318

Supple, Robert V.
Pub Date- 79
Note-8p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, *Course Evaluation, Education Courses, *Foundations of Education, Higher Education, Institutional Research, *Learning Modules, Program Evaluation, Research Projects, Student Attitudes, *Student Evaluation of Teacher Performance, *Student Opinion, *Teaching Methods
Identifiers-University of Maine Orono

A study was conducted to determine the relationship of students' attitudes toward evaluation of a modular program in Foundations of Education sponsored by the College of Education of the University of Maine at Orono. A 71-item questionnaire eliciting attitudes toward the modular program, faculty members, and method of instruction was administered. Eighty-five randomly selected students enrolled in a module completed the questionnaire anonymously. Students felt that their ratings would have little effect on the teachers' departmental status or advancement. Students who tended to be more positive toward evaluation tended to have a higher grade point average than did those in the middle or lower range. Students with less positive attitudes toward student evaluations were more supportive of the standard course structure, while students with more positive attitudes were more supportive of the ideas that other colleges on the Orono campus ought to adopt the modular approach. Results are compared to the findings of Costin, Greenough, and Menges (1971) relating to the students' attitudes toward evaluation. (SW)

ED 171 226 HE 011 322

Sorcinelli, Mary Deane
A Teaching Consultation Service for College Instructors.
Pub Date-Mar 77
Note-7p.; Printed in "Teaching and Learning at Indiana University: An Occasional Newsletter," Vol. 2, No. 4, March 1977
Pub Type- Opinion Papers (120) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Strategies, Classroom Observation Techniques, *College Faculty, *Consultation Programs, Educational Innovation, Effective Teaching, *Faculty Development, Higher Education, Informal Assessment, *Instructional Improvement, *Teacher Behavior, *Teacher Evaluation
Identifiers-*Indiana University Northwest

A teaching consultation service for college instructors offered at Indiana University Northwest is described using a hypothetical teaching situation. The service is designed to allow the faculty member a comprehensive and in-depth look at his classroom instruction. It is a voluntary, individualized, and confidential service. The teaching consultant works with the instructor to collect information on classroom performance. Review and discussion of the information provides the instructor with insights into his teaching which may assist him in making improvements. The teaching consultation process includes an assessment of teaching, improvement efforts, and a final review. The process begins with a personal interview followed by classroom observation, videotaping of classes, obtaining student opinions through administration of a questionnaire, and completion of the questionnaire by the instructor himself. After the instructor determines where to attempt improvements in his teaching, the consultant and instructor work collaboratively to design and test ideas or strategies. Near the end of the semester, the instructor and consultant recollect information about his teaching to assess his progress and to determine whether additional improvement efforts are needed. (SW)

ED 171 227 HE 011 325

Houwing, J. F., Ed. Kristjanson, A. M., Ed.
Inventory of Research into Higher Education in Canada, 1979.
Association of Universities and Colleges of Canada, Ottawa (Ontario).
Pub Date-79
Note-64p.
Available from-Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Canada K1P 5N1 ($4.00)
Language-English; French
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Personnel, Adult Education, College Administration, College Curriculum, College Faculty, College Instruction, College Students, Educational Finance, *Educational Research, Extension Education, *Foreign Countries, *Higher Education, Manpower Needs, Personnel, *Postsecondary Education As a Field of Study, *Research Projects, University Extension
Identifiers-*Canada

A total of 263 research, innovative, and experimental projects are described that are concerned with postsecondary education in Canada and that are currently in progress or have been completed in the course of 1978. The information was obtained from a questionnaire mailed to some 1900 potential contributors in universities, community colleges, educational organizations and government departments. The projects are entered in the language in which they were reported, either French or English. They are grouped in six categories. The categories of research are: general; administration, finance, and manpower; curriculum and teaching; academic and nonacademic staff; students; and extension and continuing education. Each project is presented in the following format: (a) title; (b) brief description; (c) (estimated) date of completion; (d) researchers' name and address; (e) source of further details if other than the researchers mentioned above; (f) publication arising from the project: title, where published or available, etc. Universities where the researchers are located are indicated by name only; their addresses are listed at the back of the book. This Inventory does not replace preceding ones; previously published projects have been re-entered only in case substantial changes were reported. (Author/MSE)

ED 171 228 HE 011 33

Schouest, Michael E., Ed. Thomas, Charles R., Ed.

Development, Use, and Management of Information Systems in Higher Education.

CAUSE, Boulder, Colo.

Pub Date-Dec 78

Note-844p.; Proceedings of the 1978 CAUSE National Conference (New Orleans, December 1978); photos may not reproduce well

Available from-CAUSE, 737 29th Street, Boulder, CO 80303

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Collected Works - Proceedings (021)

EDRS Price - MF05/PC34 Plus Postage.

Descriptors-Budgeting, *College Administration, College Faculty, College Planning, Community Colleges, *Computers, *Computer Science, Confidentiality, *Data Processing, Declining Enrollment, Educational Finance, *Higher Education, Information Needs, Information Systems, *Information Utilization, *Management Information Systems, Multicampus Colleges, Personnel Data, Private Colleges, School Registration, School Size, Small Colleges, State Colleges, State Universities, Student Characteristics, Student Financial Aid, Work Study Programs

The goal of the CAUSE conference was to provide a wide variety of presentations emphasizing the expanded role and the need for higher education management to more effectively use information systems. All higher education institutions are addressed: small colleges, community colleges, large universities, and state higher education agencies. Major areas considered are: management and information systems; development of information systems; use of information systems; and small college information systems. Among the topics covered in the 67 papers are: enrollment decline and institution size; financing systems in public institutions; system design; privacy and data processing; programmer job descriptions; security; software purchasing; data needs assessment; load-leveling and student work in financial aid; course registration; budgeting and financial management; computing centers in small colleges; personnel records and systems; planning models; interactive systems; a faculty information system; and student information systems. Brief vendor presentations are included among the papers. (MSE)

ED 171 229 HE 011 331

Women in Administration 1978.

National Association of State Universities and Land Grant Colleges, Washington, D.C. Office of Communications Services.
Pub Date-79
Note-16p.; May be marginally legible due to colored paper
Available from-Office of Communications Services, NASULGC, One Dupont Circle, Suite 710, Washington, DC 20036
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Personnel, *Chief Administrators, College Administration, Comparative Statistics, *Department Directors (School), Employment Patterns, *Females, Higher Education, *Land Grant Universities, Lawyers, Males, National Surveys, Physicians, Presidents, Professional Personnel, *State Universities, University Administration, Working Women
Identifiers-Archivists, Curators, Department Chairpersons

In a survey by the National Association of State Universities and Land-Grant Colleges (NASULGC), women are shown to hold 2,905 of the 13,638 administrative positions reported by 106 major U.S. public universities slightly more than 21 percent of the administrators at state and land-grant universities. The median number of women administrators at those institutions rose from 0 during the 1970-71 academic year to 19 during 1977-78. As in two previous studies conducted by NASULGC, women administrators tended to be more prevalent in the lower rather than the upper administrative ranks. However, in every category included in the report, the percentage of positions held by women had increased since the last NASULGC survey in mid-1975. Overall the number of women administrators had increased 30.5 percent for the 70 institutions providing comparative data for both 1975 and 1978. Categories of administrators included in the survey were: president or chancellor, assistant to the president or chancellor, chief officer of an administrative division, associate or assistant to the chief officer of an administrative division, chief officer of an academic or research unit, chief officer of an administrative unit and associate or assistant to the chief officer of an academic, research or administrative unit. Included in the survey is information on department chair positions by sex and, as in the past, data by sex on four special categories university physicians, attorneys, curators and archivists. (Author/MSE)

ED 171 230 HE 011 332

Degrees Conferred by Postsecondary Institutions in South Carolina, Academic Years 1976-77 and 1977-78.

South Carolina Commission on Higher Education, Columbia.
Pub Date-Jan 79
Note-192p.
Available from-South Carolina Commission on Higher Education, 1429 Senate Street, Columbia, SC 29201 .
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Associate Degrees, Bachelors Degrees, *College Graduates, *College Majors, Community Colleges, *Degrees (Titles), Doctoral Degrees, *Higher Education, Institutional Characteristics, Intellectual Disciplines, Junior Colleges, Masters Degrees, Private Colleges, State Colleges, State Universities
Identifiers-*South Carolina

This tabulation of academic degrees and other awards has been compiled by the South Carolina Commission on Higher Education primarily as an aid to institutions and to state-wide planning for postsecondary education. The data are tabulated from information furnished to the Commission and to the U. S. Office of Education on OE Form 2300 - 2.1 (Degrees and Other Formal Awards Conferred). The tabulation is divided into two parts. Part I lists the number of graduates with bachelor's, master's, and doctor's degrees by subject matter and institution. Part II lists the number of graduates with associate degrees and other awards less than the baccalaureate by subject area and discipline. All institutions that reported awards in a given subfield are listed immediately following the entry for that subfield. Differentiation is made between public and private institutions. Institutions offering a program but conferring no degrees in it during the 1976-77 or 1977-78 year are indicated. (Author/MSE)

ED 171 231 HE 011 333

Jarrell, Helen Judith

Accessibility of Private, Grant-Making Foundations to Private Institutions of Higher Education.

Pub Date-Apr 79

Note-382p.; Dissertation submitted for the Doctor of Philosophy degree, Walden University

Pub Type- Dissertations/Theses (040) - Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-Black Colleges, Educational Economics, Educational Finance, *Financial Support, *Fund Raising, *Grants, Higher Education, Junior Colleges, Liberal Arts, Mathematical Formulas, *Private Colleges, *Private Financial Support, Research, Statistical Studies, Universities

Identifiers-*Index of Accessibility, *Philanthropic Foundations, Research Universities, Private Higher Education

The purpose of this study was to determine how accessible private and corporate grant-making foundations were to private institutions of higher education. Tax returns for 1975 were examined from 312 foundations, and a total of 2,878 grants to institutions of higher education amounting to $126,920,000 was identified. Private institutions of higher education were divided into five types: research, doctoral, comprehensive, liberal arts, and two-year. In addition, separate classifications were made of public and predominantly black institutions. Grants were analyzed by these distinguishing characteristics of foundations: type; total dollar amount of grants awarded; asset size; categories of aid supported; geographic orientation; and geographic location. Results showed foundations were not equally accessible to each type of institution, either in dollar amounts or number of grants awarded. Private research universities received the largest foundation dollar support, while private two-year colleges received the smallest average grants. Based on data from these analyses, a set of variables was obtained that higher education institutions could use to measure their potential success in obtaining funding from foundations: that is, an index of accessibility. (Author/MSE)

ED 171 232 HE 011 334

Green, Elizabeth Alden

Mary Lyon and Mount Holyoke. Opening the Gates.

Pub Date-23 Jul 79

Note-423p.

Available from-University Press of New England, Box 979, Hanover, NH 03755 ($17.50)

Pub Type- Books (010) - Historical Materials (060)

Document Not Available from EDRS.

Descriptors-College Administration, Curriculum Development, *Educational History, Educational Philosophy, Females, Fund Raising, Higher Education, *Private Colleges, Religious Education, Small Colleges, Student Recruitment, *Theological Education, *Womens Education

Identifiers-*Institutional History, Lyon (Mary), *Mount Holyoke College MA, *Single Sex Colleges

The efforts of Mary Lyon, virtually singlehandedly, to raise money, recruit students, and plan the academic development of Mount Holyoke Female Seminary, founded in 1837, are detailed in this book. The founder sought to educate women through rigorous application of the intellect, which she believed to lead to salvation. In doing so she demonstrated that young women were intellectually capable of doing college work, and that such an institution could be both academically successful and solvent. The history of the school throughout many phases in its development is chronicled, with particular attention to the individuals involved, including John Todd, Daniel Safford, Andrew Porter, and Edward Hitchcock. Photographs, a bibliography, notes, and an index are included. (Author/MSE)

ED 171 233 HE 011 335

Kaufman, Martin

The University of Vermont College of Medicine.

Pub Date-23 Jul 79
Note-293p.
Available from-University Press of New England, Box 979, Hanover, NH 03755 ($15.00)
Pub Type- Books (010) - Historical Materials (060) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Cocurricular Activities, College Faculty, Curriculum Development, *Educational Change, *Educational History, Facility Improvement, Faculty Development, Governance, Institutional Characteristics, *Medical Education, *Medical Schools, Models, Professional Associations, *Rural Areas, Rural Education, Small Colleges, Social Influences, State Universities, Trustees
Identifiers-Accrediting Agencies, American Medical Association, Association of American Medical Colleges, Carnegie Foundation NY, *Institutional History

This study of the origin and history of the University of Vermont College of Medicine begins with the appointment of John Pomeroy to the faculty in 1804, and traces the years that followed. Chiefly concerned with the individuals who were involved, it is a case study of the responses of one small medical school to reform movements, and its ability to survive under continuing threats from such groups as the Carnegie Foundation, the American Medical Association, and the Association of American Medical Colleges. It is presented as a model for rural states fighting to support a medical school. Among the topics covered are: faculty development; the faculty and trustees; physical plant development; curriculum development; and student life. Some photographs are included, as is a bibliography. (MSE)

ED 171 234 HE 011 336

Stanton, L. Patrick

A Descriptive Study of the Role of the Provost in U.S. Higher Education.

Chicago State Univ., Ill.

Pub Date-Dec 77

Note-80p.

Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Academic Rank (Professional), *Administrative Personnel, *Administrator Responsibility, Administrator Role, *College Deans, Higher Education, *Job Analysis, National Surveys, *Occupational Information, Power Structure, State Universities

Identifiers-Academic Officers, Chicago State University IL, *Provosts

The current role of the provost in higher education was investigated to gather data for discussion of the adoption of the provost title at Chicago State University (CSU). The study was based on analyses of the institutional entries in HEW's 1976-77 Education Directory and 1971-72 Directory and on the responses to questionnaires sent to those institutions listing provost titles in 1976-77. The directory analyses showed just 6.5% of institutions listing provosts. At institutions with CSU's characteristics the title's use is minimal. The literature implied a diversity in the use of the title and ambiguity in its meaning, implications confirmed by the questionnaire responses. Respondents (81%) reported a variety of versions of the title, a multiplicity of job descriptions, and a lack of uniformity in the hierarchic rank of the provost. Provosts are more likely to hold sole occupancy of second position in the hierarchy than other positions, but the majority either share second position with others or rank below second position. It is recommended that CSU recognize that the title provost carries no implied responsibility or rank. (Author/MSE)

ED 171 235 HE 011 337

McCullough, Philip N. Andrews, Grover J.

A Taxonomy for Classification and Determination of the Nontraditional Nature of Postsecondary Education Institutions. Report No. 7 of the Project to Develop Evaluative Criteria and Procedures for Accreditation of Nontraditional Education. Volume 4, September 1978.

Council on Postsecondary Accreditation, Washington, D.C.
Pub Date-Sep 78
Note-350p.
Available from-Council on Postsecondary Accreditation, One Dupont Circle, Suite 760, Washington, D.C. 20036
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Admission Criteria, Advanced Placement, *Classification, College Curriculum, College Faculty, College Role, College Students, Degree Requirements, Degrees (Titles), Educational Counseling, Educational Finance, Educational Resources, *Evaluation Criteria, Evaluation Methods, Graduation Requirements, Higher Education, *Institutional Characteristics, Mathematical Formulas, *Postsecondary Education, *Program Evaluation, Student Costs, Taxonomy, Teaching Methods
Identifiers-*Institutional Evaluation, *Nontraditional Education

In the design and implementation of the Council on Postsecondary Accreditation's (COPA) Project to Develop Evaluative Criteria and Procedures for the Accreditation of Nontraditional Education, a taxonomy for the classification and determination of the nature of nontraditional institutions has been developed. The objective of the study was to identify those characteristics, components, and elements that should be common and essential to any postsecondary institution and program, and to frame them into a single taxonomy. This model may provide for consistency in developmental (internal) and evaluation (external) processes. A great deal of latitude is provided the institution and its personnel in applying the model. The classifications consist of institutional characteristics (purpose, sponsorship, students, faculty, degrees offered, student costs, and financial data) and program characteristics (purpose, curriculum, faculty, delivery system, learning methods, admission requirements, completion requirements, advanced standing processes, advising, evaluation systems, learning resources, and costs), which may be identified as either traditional or nontraditional. A mathematical formula is applied to the classifications, and the result allows the user to place the institution on a traditional-nontraditional continuum. The bulk of the report consists of profiles (derived from the taxonomy) of 62 institutions used as models in the study. (Author/MSE)

ED 171 236 HE 011 377

The Federal Program to Strengthen Developing Institutions of Higher Education Lacks Direction. Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.
Report No.-B-164031(1); HRD-78-170
Pub Date-13 Feb 79
Note-111p.; Appendix V (reprint from the Federal Register'') may not reproduce well due to marginal legibility of original document
Available from-General Accounting Office, Document Handling and Information Services Facility, Box 6015, Gaithersburg, MD 20760
Pub Type- Reports - Evaluative (142) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Black Colleges, *Change Strategies, *Educational Improvement, Evaluation Methods, *Federal Aid, Federal Legislation, *Federal Programs, Financial Support, Government School Relationship, Grants, *Higher Education, Minority Groups, Organizational Change, Organizational Development, Program Evaluation, Small Colleges, Vocabulary
Identifiers-*Developing Institutions, Higher Education Act Title III, Institutional Evaluation, Institutional Renewal, Office of Education

The Strengthening Developing Institutions of Higher Education Program under Title III of the Higher Education Act of 1965 is evaluated. The program is intended to assist institutions struggling for survival and isolated from the main currents of academic life. More than 800 institutions had participated in this Office of Education (OE) program from its inception in 1966 through fiscal year 1977, and appropriations had exceeded $700 million. Many institutions could qualify for Title III grants, but most grants have been made to small institutions that serve primarily minority and low-income students. While the program has made many worthwhile services possible, the OE could not show how these services have moved the institutions closer to the main current of American higher education. After 12 years, no institutions have graduated from Title III. There are no indications that any will soon graduate, even though 120 of the institutions that received funds in 1977-78 had been in the program for at least 8 years. HEW told GAO it does not believe the law implies that institutions must achieve independence from the program. It is recommended that HEW direct the Commissioner of Education to: (1) provide Title III grantees with more specific guidelines on requirements for conducting program evaluations; and (2) design a better system for monitoring external evaluation reports. HEW responses are reported. Appended are a glossary, a list of institutions receiving grants in 1977-78, HEW comments, and a description of the Strengthening Developing Institutions Program reprinted from the Federal Register.'' (Author/MSE)

ED 171 237 IR 007 137

Redfield, Gretchen

Design and Testing of a Method to Reach Agreement for Responsibilities in Collection Building Among Libraries. Final Report.

Cleveland Area Metropolitan Library System, Ohio.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Pub Date-Jan 78

Grant-G007603020

Note-37p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bibliographies, *Facility Inventory, *Libraries, *Library Collections, *Library Cooperation, Library Networks, Questionnaires

Identifiers-*Cleveland Area Metropolitan Library System, Resource Sharing, SAFARI On Line Text Processing System, *Site Appraisal for Area Resources Inventory

As a first step towards resource sharing among libraries in the Cleveland Area Metropolitan Library System (CAMLS), a unique method, called the Site Appraisal for Area Resources Inventory (SAFARI), was developed to examine the library collections. This approach was different than others in that collections were compared by experts in a specific field. After a committee was organized, specific libraries which had significant collections were visited; other libraries with pertinent materials, but perhaps smaller collections, were canvassed through questionnaires. Six different subjects were studied in this manner education, music, business, local history and genealogy, religion, and nursing and the findings were published in a written report. Since the technique provides a fairly quick inventory of resources, the information can be used by faculty members and individuals working in the subject area as well as by librarians. Furthermore, the compilations provide the beginning steps towards delineating subject responsibilities to specific libraries for the purposes of joint acquisition programs and eventual resource sharing. (Author/JD)

ED 171 238 IR 007 143

Karlander, Bo Sem-Sandberg, Sverre

Information Networks for On-Line Bibliographic Retrieval.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.-PGI-77/WS/4

Pub Date-77

Note-169p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bibliographic Citations, *Developing Nations, *Economic Factors, Estimated Costs, *Information Networks, *Information Retrieval, Information Services, *On Line Systems, *Technology Transfer, *Telecommunication

This study evaluates the economic and financial aspects of the application of teleprocessing and telecommunications to the transfer of scientific and technological information, especially in the context of developing countries. It was intended to facilitate comparison of the relative value of a teleprocessing network with that of other modes of information distribution. The study was restricted to networks of bibliographic information services in three regions: (1) Arab Region with Cairo as regional center, (2) South East Asian Region with Kuala Lumpur as regional center, and (3) Andean Region with regional center to be selected. Technical issues addressed include specification of requirements, technology and costs, network design, regional networks, economic considerations and comparative evaluations, and some specific information network problems with suggested solutions. A series of annexes document current experiences or information retrieval operations, including the role of intermediaries, development issues concerning the interface between humans and computers, international leased circuits, and annual costing for regional centers. (JEG)

ED 171 239 IR 007 147

Veith, Richard H.

The Internationality of Information Banks Online Bibliographic Databases.

Pub Date-78
Note-34p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bibliographies, *Data Bases, *Foreign Countries, Global Approach, Information Networks, Information Systems, *Information Utilization, *On Line Systems
Identifiers-*Access (Information), Scientific and Technical Information

The international character of online bibliographic databases is assessed by addressing three major aspects: literature production, article selection, and database use, as well as a number of side issues such as distribution and language. Requests for information were sent to producers and suppliers, most of whom responded, with no attempt being made to be comprehensive in this initial survey. Selected databases were expected to vary widely on several dimensions. While 90 to 95 percent of the world's scientific and technical journal and report literature are estimated to be accessible by online terminals, it appears that the literature itself is not as accessible, the databases of citations are not accessible in a feasible manner in most countries, the citations are not in a language universally understood, and the quality of the indexing and abstracting in relation to the information content of the original articles often goes unexamined. (JEG)

ED 171 240 IR 007 154

MacVean, Donald S.

An NCATE Evaluation of a University Library: A Case History.

Pub Date-Jan 79

Note-27p.

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accreditation (Institutions), Evaluation, *Evaluation Methods, Evaluators, Higher Education, Library Administration, *Library Standards, Qualifications, University Administration, *University Libraries

Identifiers-*National Council for Accreditation of Teacher Educ, *Western Illinois University

This report documents the procedures and problems encountered during the evaluation of Western Illinois University's library by the National Council for Accreditation of Teacher Education (NCATE) and proposes recommendations for future evaluations of university libraries. Basic problems with the NCATE evaluation involved: (1) an unqualified library evaluator; (2) the absence of a library specialist on the visiting team and the failure of the Provost and Dean of Education to check on visiting team qualifications; (3) providing detail about the library in the institutional report, which resulted in misinterpretation by the evaluator; and (4) the lack of library evaluation due to vague standards and unqualified evaluators. It is recommended that visiting team members should be more conscientiously selected from rosters of nominees provided by NCATE's constituent and associate organizations, and that NCATE should arrange with one of the library associations to nominate persons qualified to evaluate college and university libraries. In particular, NCATE should revise its standards on libraries so that they are more specific and meaningful. (CWM)

ED 171 241 IR 007 177

Biggins, Jeanne

A Study of the Administration of Library Use Instruction Courses by Committee.

Pub Date-Dec 78

Note-51p.; Masters Thesis (MIS), Syracuse University

Pub Type- Dissertations/Theses (040) - Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Committees, Efficiency, Library Administration, *Library Instruction, *Library Programs, Library Surveys, Organizational Communication, Organizational Development, *Organizational Effectiveness, *Program Effectiveness, Program Evaluation

Identifiers-*Milne Library NY

This study examines the effectiveness of a course committee in the administration of a library use instruction program by analyzing the Committee on Library Instruction at Milne Library. The study describes the development and operation of the course committee, analyzes its position in the college's and library's organizational structures, and evaluates the committee and its role. Information and data were collected through selective reviews of the literature of library use instruction and course committee documentation, interviews with and questionnaire surveys of committee members, and review of relevant library and college administration documents. Criteria for evaluation included the scope of the committee's activities, its current role, its relationship to the library's organizational structure and to the college administration, and the allocation of resources to its work. A limitation of this study is the lack of cost data for this site. It was found that the Committee on Library Instruction has effectively administered library use courses despite limited resources and support. Future needs include staff support and budgetary allocations, along with formal recognition in the organizational structures of the college and library. (CWM)

ED 171 242 IR 007 235

Semple, Clarence A. And Others

Functional Design of an Automated Instructional Support System for Operational Flight Trainers. Final Report, June 1976 through September 1977.

Canyon Research Group, Inc., Westlake Village, Calif.

Spons Agency-Naval Training Equipment Center, Orlando, Fla.

Report No.-NAVTRAEQUIPCEN-76-C-0096-1

Pub Date-Jan 79

Contract-N61339-76-C-0096

Note-119p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Automation, Educational Planning, *Flight Training, Instructional Aids, *Instructional Systems, *Military Training, *Simulators, Training Techniques

Functional requirements for a highly automated, flexible, instructional support system for aircrew training simulators are presented. Automated support modes and associated features and capabilities are described, along with hardware and software functional requirements for implementing a baseline system in an operational flight training context. The importance of an effective man-machine interface is discussed as it relates to instructor acceptance and system utility (Author/JVP)

ED 171 243 IR 007 237

Vasu, Ellen Storey Palmer, Richard I.

An Introduction to Research and the Computer: A Self-Instructional Package.

North Carolina Univ., Chapel Hill. Inst for Research in Social Science.
Report No.-IRSS-1
Pub Date-Dec 77
Note-43p.
Available from-Institute for Research in Social Science, 133 Manning Hall, University of North Carolina, Chapel Hill, North Carolina 27514 ($2.50)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Classroom Materials, *Computer Programs, Individualized Instruction, Research Design, Research Methodology, *Research Skills, *Social Science Research

This self-instructional package includes learning objectives, definitions, exercises, and feedback for learning some basic concepts and skills involved in using computers for analyzing data and understanding basic research terminology. Learning activities are divided into four sections: research and research hypotheses; variables, cases, and measurements; data, codebooks, and missing values; and computer cards, fields, and coding sheets. The information is compatible with use of SAS or SPSS and is appropriate for individualized or classroom use. (Author/JVP)

ED 171 244 IR 007 241

Knerr, Bruce W.
Relationships between Student Attitudes toward Computer-Assisted Instruction and Training Performance. Final Report.
Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Spons Agency-Office of the Deputy Chief of Staff for Personnel (Army), Washington, D.C.
Report No.-ARI-TP-315
Pub Date-Aug 78
Note-32p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitude Tests, *Computer Assisted Instruction, *Correlation, Criterion Referenced Tests, Military Personnel, Military Training, On Line Systems, *Performance, *Student Attitudes

The attitudes of 90 enlisted personnel toward computer assisted instruction (CAI) were measured online before and after they received instruction presented by CAI. The instructional material was divided into four lesson segments, each followed by a review segment. Students who failed to reach the criterion score for any review segment repeated the corresponding part of the lesson, and a criterion test was administered at the end of the last segment. Measures of student performance used during the course of the instruction were (1) the total score on the criterion test, (2) the number of errors made during the lesson and review segments, (3) the percentage of responses made during the lesson and review segments that were incorrect, (4) the time required to complete the lesson and review segments, and (5) the number of review segments failed. Although the attitude pretest did not correlate with any of the performance measures, a correlation was obtained between attitude posttest and percent errors. Attitude change was correlated with total score, errors, and percent errors. Attitude and attitude change were not related to student ability. Appendices include summaries of the pretest and posttest results. (Author/CMV)

ED 171 245 IR 007 242

Herian, Roger Moen, Mary
A Resource Curriculum in Broadcast Media. Bulletin No. 8025.
Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-93p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Behavioral Objectives, *Broadcast Industry, Broadcast Television, *Course Content, *Curriculum Development, Futures (of Society), Learning Activities, Media Technology, Programing (Broadcast), Public Opinion, Radio, *Resource Units, Secondary Education, *Units of Study

A resource for teachers who design instructional programs in broadcast media, this curriculum guide consists of eight units which deal with the nature of broadcast media, broadcast programming and public interest, broadcast advertising, broadcast regulation, societal effects of broadcasting, broadcasting and future technology, radio broadcasting, and television broadcasting. Each unit follows a standard format introductory statement, instructional objectives, content outline, learning activities, instructional assessment, and unit references. (CMV)

ED 171 246 IR 007 244

Sturm, Hertha, Ed.

School Radio in Europe. A Documentation with Contributions Given at the European School Radio Conference, Munich 1977. Report No. 1.

International Central Inst. for Youth and Educational Television, Munich (West Germany).

Pub Date-79

Note-193p.; Communication Research and Broadcasting; Proceedings of the European School Radio Conference (Munich, Germany, 1977)

Available from-Bayerischer Rundfunk, Postfach 200 508, 8000 München 2, West Germany (DM 28.00)

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Developed Nations, *Educational Radio, Educational Research, Language Instruction, Music Education, Nonformal Education, Programing (Broadcast), Questionnaires, *School Services

Ninety producers from school radio departments representing 17 European countries and two international organizations met in a conference to share, examine, and evaluate work experiences. Sample progress reports from 41 departments in 21 countries are presented, describing such areas as staff, target groups, subjects, cooperation with schools, and research. Twelve professional papers are presented which deal with studies and perceptions of the situation of school radio, issues related to the reception of radio broadcasts, and uses of radio with foreign language and music education. A closing address discusses the future of school radio. Appendices include a questionnaire used in preparation for the conference, the conference program, a list of participants, and a list of programs presented. (CMV)

ED 171 247 IR 007 247

Telecommunications for Metropolitan Areas: Near-Term Needs and Opportunities.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Engineering.

Spons Agency-Department of Commerce, Washington, D.C.

Pub Date-77

Note-88p.; For related document, see IR 007 248

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Business Communication, *City Planning, Delivery Systems, Emergency Programs, Environmental Influences, Futures (of Society), Government Role, *Information Needs, *Information Networks, Information Systems, Management Information Systems, Public Health, Safety, *Telecommunication, *Urban Areas

This study, conducted by the Metropolitan Communications Steering Committee for the Board on Telecommunications-Computer Applications of the National Research Council, identifies telecommunications technologies that could provide useful services for homes, businesses, and governments up to the year 1980. The present state of telecommunication needs and opportunities in metropolitan areas and potential urban applications of telecommunications were examined in light of rapidly evolving technologies and the relative economy of telecommunications. Four major advances in technology were identified as likely to lead in the near future to significant changes in metropolitan telecommunications: increasingly capable terminals, software controlled networks, cellular mobile communications, and fiber-optic cables. Telecommunications applications are considered in such areas as business aids, reference sources, entertainment, government administration, the environment, health, education, welfare, emergency and mobile services, and citizen safety. Within each of these areas telecommunications were reviewed in their capacity to improve efficiency and reduce costs, increase timeliness and accessibility of information, and facilitate public access. (Author/RAO)

ED 171 248 IR 007 248

Telecommunications for Metropolitan Areas: Opportunities for the 1980's.
National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Engineering.
Spons Agency-Department of Commerce, Washington, D.C.
Pub Date-78
Note-117p.; For related document, see IR 007 247
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*City Planning, Delivery Systems, Emergency Programs, Environmental Influences, Family Environment, Futures (of Society), *Information Needs, Information Networks, *Information Systems, Public Health, Safety, *Telecommunication, *Urban Areas

This report intended for officials responsible for solving metropolitan problems identifies ways that telecommunications could improve the delivery of public services to metropolitan communities during the 1980's. Areas included in this study are delivery of public services to the home, operation of mobile public services, personal security networks, and energy conservation and management. Major recommendations include the establishment of a pilot program to demonstrate the ways in which telecommunications can help deliver public services to the home and the nationwide implementation of 911 service, by legislation if necessary. Because the uses of mobile radio for delivering public services are many and varied, it is deemed unlikely that any single mobile system approach will provide a universally appropriate solution; however, it is recommended that some preliminary experiments with community security telecommunications networks be carried out. Several peripheral but potentially significant applications of telecommunications in energy conservation and management are indicated: substitution for travel, transmitting demand and providing information between consumers and utilities, and facilitating the marketing and transfer of bulk power. A list of references is included. (Author/RAO)

ED 171 249 IR 007 250

A Two-Phase Survey of the Impact of Radio and Television Public Service Announcements. Final Report.

Market Facts, Washington, D.C.

Spons Agency-Library of Congress, Washington, D.C. Div. for the Blind and Physically Handicapped.

Pub Date-Feb 79

Note-64p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Braille, Community Agencies (Public), Evaluation, *Library Services, *Publicize, Questionnaires, Radio, *Reading Difficulty, Social Services, Talking Books, *Visually Handicapped

Identifiers-*Public Service Announcements

This evaluation was designed to assess the effectiveness of an information campaign conducted in seven selected areas of the country to promote public awareness and use of services provided by the National Library Service for the Blind and Handicapped (NLS) for individuals with reading difficulties. The principal campaign medium consisted of television and radio public service announcements (PSAs) that were aired on a voluntary basis by local broadcasters. The PSAs were designed to tell the public about who is eligible, what materials are available, who sponsors the program, and that the services are free of charge. Public awareness of these announcements was assessed by conducting telephone surveys of adults in the areas where the PSAs were distributed. A measure of changes in awareness and knowledge was obtained by conducting two survey waves a premeasure before any messages had been aired and a postmeasure that took place as the messages were continuing. Survey results showed that between 8 and 19 percent of the respondents saw the television PSAs, while only one to 3 percent of the respondents indicated awareness of the radio announcements. A comparison of the number of premeasure respondents who knew of the NLS programs (31 percent) with the number of postmeasure respondents indicating such knowledge shows an increase in awareness during the time of the study. (RAO)

ED 171 250 IR 007 252

Laubacher, Marilyn R., Comp.
An Alerting Service Bibliography on Libraries, Media, and Educational Technology.
Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 79
Note-37p.; For a related document, see ED 148 376
Available from-ERIC Clearinghouse on Information Resources, 130 Huntington Hall, School of Education, Syracuse University, Syracuse, New York 13210 ($.48; Send self addressed, stamped 9x12 inch manila envelope)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Technology, *Information Science, *Instructional Media, Libraries, *Library Science, Library Technical Processes, *Media Technology

This annotated bibliography has been developed as a means of alerting ERIC users to recent commercially available publications in their fields. Titles have been selected in the basis of usefulness and general interest rather than very specialized technical reports for a restricted audience. All books chosen deal with some aspect of libraries, information science, media or educational technology, though not necessarily in an educational context. Citations are arranged in alphabetical order by author and a simple subject index lists titles under the headings of bibliographies, catalogs, directories, guides, and indexes; broadcasting and communications; cataloging and classification, computers; film, radio and television; how to do it; information management, models, and systems; instructional design and development; instructional media; libraries, librarians, and librarianship; miscellaneous; and school media programs and learning resource centers. A directory of publishers is appended. (Author/JVP)

ED 171 251 IR 007 253

Wessells, Michael B. And Others
The Alternatives for Delivery of Materials between Pennsylvania Libraries. Final Report.
Battelle Memorial Inst., Columbus, Ohio.
Spons Agency-Pennsylvania State Library, Harrisburg.
Pub Date-23 Feb 79
Note-99p.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Interlibrary Loans, *Library Cooperation, *Library Networks, Library Services, *Program Evaluation, *State Programs

Problems encountered in the first seven years of operation of the Interlibrary Delivery System (IDS) for the transport of interlibrary loan materials among libraries in Pennsylvania prompted this study of present delivery at the local and state levels, with the objectives of evaluating benefits, costs, routing, funding, and governance of delivery systems. This report describes the development of IDS, evaluates its current operations and costs in comparison with those of the U.S. Postal Service and other commercial carriers, and evaluates the feasible alternatives to IDS. The major recommendations are that IDS should be retained with much of its present structure, but that an annual appropriation should be sought from the state legislature to subsidize the service in lieu of LSCA funds, giving it the stability in funding which it needs for sound planning and development. Data collected through on-site visits, interviews, and questionnaires are presented in 27 tables, and maps showing the various systems, delivery areas, and routes are provided. (Author/JVP)

Monroe, Margaret B.

Analysis of the Shock Bibliography in Providing Bibliographic Access in Gerontology.

Pub Date-22 Nov 77
Note-19p.; Paper presented at the Gerontological Society Congress (San Francisco, California, November 22, 1977)
Pub Type Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bibliographies, *Content Analysis, *Evaluation, *Gerontology, Library Research, Reference Materials, Use Studies
Identifiers-Classified Bibliography Gerontology Geriatrics, *Shock (Nathan W)

An evaluation of the Shock bibliography, which appears regularly in the Journal of Gerontology was conducted in two modes: first, a survey of use and satisfaction of user needs among a 25 percent random sample of teaching and research faculty of the Faye McBeath Institute on Aging and Adult Life at the University of Wisconsin-Madison, and second, a comparative content analysis of the coverage of the health sciences and social sciences aspects of gerontology by the Shock bibliography and Current Literature on Aging to develop a picture of the distinct roles played by these two continuing printed bibliographies of English language materials in the field. Findings emphasize the Shock bibliography's role as the basic bibliography in the field of gerontology, but indicate a need for expanded coverage of the social sciences aspects of the field, for restructure of terminology to stay abreast of developments in the field, for regular cumulation of listings, and for improved access to the content of foreign language materials. (Author/JVP)

ED 171 253 IR 007 256

Barth, Rodney J., Comp.

An Annotated Bibliography of Resources on Educational Linking Agents: Roles, Functions, and Training Materials.

Spons Agency-Ed Com Associates, Vienna, Va.
Pub Date-Feb 79
Note-12p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Change Agents, *Change Strategies, *Educational Administration, Educational Change, *Information Dissemination
Identifiers-*Linking Agents

The resources cited in this selected annotated bibliography are intended for linking agents, trainers of linking agents, managers of linking agents and their support systems, and educational policy makers. These resources, which date from 1975 to the present, variously refer to linking agents, change agents, extension agents, field agents, field staff, and educational consultants. The areas covered include role definitions and models; skills, activities, and functions; and awareness and training materials for linking agents. Citations are listed alphabetically by author or title within the above categories, and they are available from such sources as college libraries, state libraries, state education dissemination/diffusion units, and the ERIC Document Reproduction Service. (Author/JVP)

ED 171 254 IR 007 257

Rouse, Sandra H.

Application of a Library Network Model: A Case Study of the Suburban Library System. Project Report No. 9.

Illinois Univ., Urbana. Coordinated Science Lab.
Spons Agency-Illinois State Library, Springfield.
Report No.-T-74
Pub Date-Dec 78
Note-151p.; A Mathematical Model of the Illinois Interlibrary Loan Network Series; Contains occasional light and broken type
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Change Strategies, *Interlibrary Loans, Libraries, Library Networks, *Mathematical Models, *Program Evaluation, *State Programs

A case study of the Suburban Library System (SLS) was conducted by applying an analytical library network model to data collected during March 1978. Models are developed for describing the intralibrary processing activities encountered at SLS and the other resource libraries in this case study. Alternative routing policies for referring requests among resource libraries are generated as a function of probability of satisfaction and waiting time. Constraints on the order of resource libraries in a referral route are also considered in generating alternative policies. Recommendations suggest specific changes in the reserve and purchase procedures at SLS which are predicted to improve overall network performance. (Author)

ED 171 255 IR 007 258

Materazzi, Albert R.

Archival Stability of Microfilm A Technical Review.

United States Government Printing Office, Washington, D.C.

Report No.-GPO-TR-18

Pub Date-4 Aug 78

Note-36p.; A preliminary version of this report appears as ED 156 191

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ((0-19-014-135)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage

Descriptors-*Archives, *Information Storage, *Library Technical Processes, Light, Microfiche, *Microforms, *Microreproduction, Photochemical Reactions

The purpose of this report is to acquaint all personnel with some technical aspects of micrographics. The various film types used in the production of microfiche are discussed, including silver halide, diazo, and vesicular films. Other imaging systems used in micrographics are reviewed, and a basic introduction to sensitometry is given. The archival considerations of micrographics are explained in terms of their use properties and image stability, as well as prediction of image stability by chemical kinetics. The microfiche testing program currently underway at the Government Printing Office is reviewed, and recommendations for the use of the three primary types of film are offered. (RAO)

ED 171 256 IR 007 262

Paisley, William And Others

Cost Analysis of Educational Extension Services.

Far West Lab. for Educational Research and Development, San Francisco,
Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Contract-OB-NIE-G-76-0103

Note-79p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Change Agents, *Cost Effectiveness, Decision Making, *Educational Change, Educational Innovation, *Estimated Costs, *Information Dissemination, Noninstructional Student Costs, Planning, *Program Costs, Research

Identifiers-National Diffusion Network

This study examines the costs associated with providing information and technical assistance to school personnel engaged in needs assessment, problem solving, decision making, planning and implementation of new programs, program evaluation, and other processes involved in educational improvement through the services of educational extension systems. Included in this report are a cost allocation framework for estimating costs for these services; a review of client outcomes the dissemination of school-improvement information; linking agent transaction report data, which establish what agents do and the time involved; client-outcome cost approximations based on the National Diffusion Network; and cost estimates for a model educational extension service. (RAO)

Morris, Jacquelyn M. Webster, Donald F.

Developing Objectives for Library Instruction.

Pub Date-16 Oct 76
Note-31p.; Workshop presented at the Annual Meeting of the New York Library Association (Lake Placid, New York, October 16, 1976); For related document, see IR 007 264
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies, Educational Objectives, *Instructional Materials, *Library Instruction, Library Programs, Models, *Objectives, Program Development, *Program Planning, *Workshops

This workshop, which introduced a model for developing library instruction programs based on written objectives, provided participants with practical experience in preparing objectives as a basis for program planning through discussion of the various elements of planning such a program and analyses of case studies through assigned tasks. The first objective was to suggest a strategy for program developments, and three topics were discussed: (1) why program planning is necessary, (2) some strategies or guidelines that could be used to develop individual library instruction programs, and (3) some of the problems most frequently encountered when initiating these programs, and how to avoid and/or solve them. The second objective was to identify the desired end product and develop a method for writing objectives for library instruction programs, and discussion focused on what objectives are, why they are necessary in planning, and how and when they should be used. A selected reading list is included. (CWM)

ED 171 258 IR 007 264

Elkins, Elizabeth A. Byman, Judith A.
Developing Printed Material for Library Instruction.
Pub Date-16 Oct 76
Note-27p.; Workshop presented at the Annual Meeting of the New York Library Association (Lake Placid, New York, October 16, 1976); For related document, see IR 007 263
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Criteria, *Design, Graphic Arts, *Instructional Materials, Layout (Publications), *Library Instruction, Library Programs, *Material Development, Printing, Program Planning, *Publications, Speeches, *Workshops, Writing

This package of instructional materials was designed to give workshop participants a practical experience with specific problems or situations, as well as criteria to use when developing written material for a variety of library instruction situations. Content consists of guidelines for developing written materials, some design and printing considerations for any type of written material for such instruction, and seven exercises, each prefaced by procedures and guidelines for handling the situation. The exercises include a self-guided tour, point of use guides, newsletter and news release, library bookmarks, printed materials for classroom use, study guides and tests, exercises, and worksheets. The specific objectives of this workshop are to enable the user to recognize and understand effective and noneffective printed instructional material, recognize and understand how to design these specific types of printed materials, and identify appropriate printed media for various institutional activities. (Author/CWM)

ED 171 259 IR 007 265

Stockard, Joan, Comp.

A Directory of Bibliographic Instruction Programs in New England Academic Libraries.

Association of Coll. and Research Libraries. New England Chapter.

Pub Date-78

Note-188p.; First five pages may not reproduce well due to light type face

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Academic Libraries, College Libraries, Institution Libraries, Instructional Programs, *Library Instruction, *Library Programs, Program Evaluation, University Libraries

Identifiers-*New England

This computer-produced directory lists New England college, university, and institute libraries and their bibliographic instruction programs based on responses to a questionnaire. Program'' is used to describe an instructional unit defined by characteristics such as format, target audience, materials used, subject focus, and frequency or repetition. Arranged alphabetically by name of academic institution, entries are divided into sections which describe the institution of which the library is part, the scope and staff of the library, details of the administration of the library's instructional program, an in depth review of some aspects of each current program, and the availability of information about the programs. Each program description includes a title for easy identification, format, indication of when the program was established, who triggers the implementation of the program, average annual attendance, frequency with which the program is offered, target audience, site where the program occurs, publicity, evaluation, print or audiovisual materials used to implement the program, the subject focus of the program, and comments by the respondent. A detailed classified index is provided. (CWM)

ED 171 260 IR 007 266

Educational Dissemination and Linking Agent Sourcebook: A Collection of Product Resources.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 76
Note-122p.; First draft
Available from-Far West Laboratory for Educational Research and Development, Order Department, 1855 Folsom Street, San Francisco, California 94103 ($9.50; $7.00 without notebook binder)
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adoption (Ideas), Change Agents, Curriculum Planning, Educational Assessment, *Educational Planning, Educational Strategies, Elementary Secondary Education, Evaluation, *Instructional Design, *Instructional Innovation, *Management Systems, *Program Development, Resources, Training

This sourcebook lists over 50 items produced to aid in the design, development, implementation, and evaluation of educational innovation and change at the K-12 level. A group of cooperating Educational Laboratories and research and development centers have agreed to work together and with NIE, its R&D Utilization Contractors, and other clients, to provide for more effective awareness and use of products produced in recent years to improve educational practices of American schools. The products listed focus on providing training, procedural guidelines, or other aids that will foster more systematic, rational, and participative planning and decision-making about curriculum and instruction, including the modification of personal, social, and organizational activities that relate to the quality of educational programs and the climate of classroom and school environments. To facilitate selection of a particular product, three indexes are provided: (1) content states of program change, focus of change, clusters of administrative functions, management and organizational skills, and linker/facilitator skills; (2) intended user groups; and (3) presentation formats. (RAO)

ED 171 261 IR 007 267

Lotto, Linda S. Clark, David L.

An Assessment of Current and Potential Capacity of Schools of Education with Recommendations for Federal Support Strategies.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Contract-OB-NIE-G-78-0103

Note-121p.; Educational Knowledge Dissemination and Utilization Occasional Paper Series

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Federal Programs, Grants, *Information Dissemination, *Information Services, Information Sources, *Information Utilization, Institutional Research, Scholarly Journals, *Schools of Education, School Surveys, Teacher Educators, Teachers Colleges

Identifiers-*Educational Information, Linking Agents

An extension and re-analysis of data obtained in a national study of knowledge production and utilization in schools, colleges, and departments of education (SCDEs) brings together a picture of the current effort being made by SCDEs in dissemination and utilization (D&U). Ninety-two masters level and doctoral SCDEs were assessed with regard to the mission of the SCDE in D&U, the organizational arrangements made by the SCDE in support of D&U, evidence of faculty involvement with activities or processes associated with D&U, and the resultant products of D&U activity in the SCDE. Likely responses of SCDEs to four generic federal intervention strategies in D&U (training grants, capacity building grants, networking grants, and comprehensive dissemination system grants) were generated from the interaction of four sets of variables: the characteristics of the federal interventions, the current involvement of SCDEs in D&U, contextual characteristics of SCDEs, and external impact factors which are currently affecting SCDEs. These predictions were used to formulate a set of recommendations for effective support of D&U capacity in SCDEs. Recommendations were made for each intervention and a set of start-up points for a federal program supporting D&U in SCDEs. (Author)

ED 171 262 IR 007 268

Blackwell, Laird And Others

Evaluation Technical Assistance for the Research and Development Utilization Program. Final Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 78

Contract-400-76-0050

Note-326p.; For related documents, see IR 007 269, IR 007 279 and IR 007 283

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Comparative Analysis, *Evaluation, Evaluation Criteria, Evaluation Methods, Federal Programs, *Information Dissemination, *Program Evaluation, Research Design, Research Methodology, *Research Utilization, State Programs

Identifiers-*Educational Information

This report describes the technical assistance rendered to the NIE-sponsored R&D Utilization Program (R&DU) by the contractor working with the NIE staff, the Center for the Study of Evaluation, and the seven R&DU projects, to develop cross-project instrumentation, develop mutually acceptable plans for data collection and analysis, and perform and report the results of the data analysis. Information provided includes descriptions of the overall design and plan, the seven R&DU projects, the evaluation plan, the instrumentation, and the cross-project data analysis and findings for the first year. The seven projects, which are designed as natural or field-designed variations that provide a set of school improvement services believed by NIE to be essential to the selection, implementation, and use of R&D outcomes, are as follows: the Research and Development Utilization Project, State of Florida Department of Education; the Georgia Research and Development Utilization Project; the Career Education Dissemination Project, Michigan Department of Education; the Pennsylvania School Improvement Project; the Project on Utilization Inservice Education on Research and Development Outcomes, NEA, the NETWORK Consortium, Andover, Massachusetts; and the Northwest Reading Consortium, Office of Washington State Superintendent of Public Instruction. (RAO)

ED 171 263 IR 007 269

Paul, Douglas

Inter-Organizational Arrangements for Dissemination: A Conceptual Framework and Two Illustrative Case Studies.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Contract-OB-NIE-G-78-0103

Note-64p.; For related documents, see IR 007 268 and IR 007 283; Some figures will not reproduce due to small type size

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Diffusion, *Information Dissemination, Information Services, Organizational Communication, State Departments of Education, *State Programs

Identifiers-*Educational Information, Utah, Wisconsin

This preliminary case-study of inter-organizational dissemination arrangements presents a conceptual framework for conducting large-scale investigations of state dissemination activities and its application in the organization and analysis of information dealing with such arrangements in Wisconsin and Utah. When the findings of the Wisconsin case study were organized and analyzed in terms of the conceptual framework, the dimensions showed promise of utility for a more comprehensive case study that would allow for on-site visits and in depth interviews. Information dealing with Utah dissemination arrangements was gathered from a small number of documents, telephone conversations, and several meetings, and the descriptions of inter-organizational dissemination arrangements were not sufficient to draw a clear picture of the status of state dissemination. The case studies are followed by a proposed research agenda aimed at providing an empirical base for making explicit those conditions which influence the performance and the effectiveness of inter-organizational arrangements; a discussion of policy implications; and a list of references. (RAO)

ED 171 284 IR 007 270

Drazan, Joseph Gerald Sanguine, Phyllis
An Index to the Caricatures in the New York Review of Books'' from Its Inception Through the Fifteenth Anniversary Issue (1963-1978).
Pub Date-78
Note-32p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Caricatures
Identifiers-*Levine (David), *New York Review of Books

This index identifies caricatures drawn by David Levine which are found in the New York Review of Books'' from its first issue in 1963 through the special fifteenth anniversary issue dated October 12, 1978. The index is arranged alphabetically by surname for each personality caricatured, with some cross references. The numbering system used refers to the volume, issue number, and page on which that drawing can be located. (CWM)

ED 171 265 IR 007 272

McBeth, Ray

Narrative Evaluation Report on the Information and Referral Services Traineeship at the University of Toledo.

Toledo Univ., Ohio. Dept. of Library and Information Services.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Note-145p ; Appendix C removed; Appendices vary in legibility due to some light and broken type

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Community Information Services, Educational Programs, Evaluation, Information Services, *Library Education, Library Science, Professional Training, *Program Descriptions, Program Effectiveness, Program Evaluation, *Summative Evaluation, *Trainees

This document explains and evaluates the Information and Referral Services Traineeship program, which was designed to take information professionals who work in information and referral centers and provide them with information training to better meet the needs of the constituent groups they serve. Trainees, who were recruited and selected according to specific criteria, were trained using an open curriculum model that allowed student selection of courses on the basis of individual need. Data for evaluation were gathered from the trainees, director, and faculty using oral and written instruments during on-site visits and follow-up evaluations. Data indicated that two program objectives were reasonably well achieved trainees increased their understanding of library services, information needs and cooperation, and many increased their skills in information retrieval. The third objective, to improve agency information services, was achieved in only two agencies and was deemed an unrealistic expectation. The laissez faire method of conducting management functions was experienced as largely counterproductive. Trainees cited the faculty members and director for their unique contributions, concern, helpfulness, and warmth. In conclusion, trainees saw themselves as better prepared to provide an unusual and increasingly important community service following completion of the program. Program and evaluation materials are appended. (CWM)

ED 171 266 IR 007 274

Monroe, Eula Ewing

An On-Line Information Management System for Resources for Staff Development for the Professional Development Center Network.

Pub Date-Jan 79

Note-23p.; Paper submitted in partial fulfillment of requirements for Education 369: Fundamentals of Automated Data Processing, George Peabody College, Tennessee

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Data Collection, *Human Resources, Information Dissemination, Information Needs, Information Networks, Information Storage, Information Systems, *On Line Systems, *Professional Continuing Education, *Staff Improvement

Identifiers-*Professional Development Center Network

The Professional Development Center Network (PDC), a consortium of twenty public school districts, parochial schools, and Western Kentucky University, seeks to identify and secure resources to assist in the design and delivery of activities appropriate to the educational development of individual staff members through the online Information Management System. This system will be utilized by members and staff of the PDC Network as a vehicle for matching the talents and expertise of resource personnel with staff development needs. Two major programs allow for entering and updating data and allow the user to retrieve information by any of the variables included in the information form. The input of personnel involved in utilizing resources available to provide for activities for staff development through the PDC Network was obtained in making the determination of the following categories of information to be gathered: (1) title of offering; (2) number of participants; (3) duration; (4) mode of presentation; (5) participant group; (6) content area; (7) demographic data; and (8) evaluation. The Resources for Staff Development Information Form, the data gathering instrument, will be distributed with an accompanying cover letter, reminding the participant of the PDC Network and requesting information. (Author/CWM)

Nitecki, Joseph Z.

On the Modality of Discourse in the Theory of Librarianship.

Pub Date-79
Note-28p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Discourse Analysis, *Information Theory, Library Materials, *Library Science, *Logical Thinking, Models

This essay identifies and reviews the major and easily recognizable characteristics of a library discourse and proposes models describing the actual, possible, and necessary modes of library communication. The transmittal of orderly thoughts or information in a library situation differs from a conventional communication pattern. Three unique phases can be distinguished in the library's communication, roughly corresponding to the traditional classification of logical propositions and their basic assertions: (1) the procedural or actual; (2) the contextual or possible; and (3) the conceptual or necessary conditions of any library discourse. The resulting three-fold modality of a library discourse interrelates the physical and objective reality of the message communicated through its carrier, with the conceptual and subjective reality as it is perceived by the recipient of that message. (Author/CWM)

ED 171 268 IR 007 277

Planning for Service: The Five-Year Plan of The Chicago Public Library/Chicago Library System, 1978-1982.

Chicago Public Library, Ill.

Pub Date-Jun 78

Note-80p.; Revised edition of Aiming for Quality: The Five-Year Plan of the Chicago Library System, 1976-1980; For related document, see ED 105 882

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Background, Library Cooperation, Library Networks, *Library Planning, *Library Programs, Library Services, Literature Reviews, *Policy Formation, Program Planning, Program Proposals, *Public Libraries

This second revision and update of the initial five year plan for the Chicago Public Library reflects the administrative team's planning of objectives and tasks for this period. A literature review summarizes thoughts on the environment of the library, and a survey of its development is followed by an outline of the plan's goals, objectives, and tasks. The long range goal is to provide library service to all Chicago residents though branch and regional libraries, a central library, a cultural center, reading and study centers, and special service programs. Specific goals include improved public relations through public awareness and support programs and through strengthened ties with affiliate libraries and their publics; systemwide support of branch library service programs; the provision of centralized reference services and resources for Chicago individuals and institutions and beyond via statewide library networks; the establishment of a centrally located cultural center containing popular reading and children's materials; the provision of cultural and educational programming for all Chicagoans; improved services for Chicago's neighborhoods and communities through the library's branches, regional libraries, and reading and study centers; improved service programs for individuals with special physical problems; and more efficient support services. (MBR)

ED 171 269 IR 007 278

Privacy and Security: A Bibliography.
Computer and Business Equipment Manufacturers Assoc., Washington, D.C.
Pub Date-Feb 79
Note-26p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computers, Electronic Data Processing, Information Systems, Legal Problems, *Privacy
Identifiers-*Data Security, *Information Privacy Research Center

Compiled at random from many sources, this bibliography attempts to cite as many publications concerning privacy and security as are available. The entries are organized under seven headings: (1) systems security, technical security, clearance of personnel, (2) corporate physical security, (3) administrative security, (4) miscellaneous privacy and security publications, (5) privacy, (6) Computer and Business Equipment Manufacturers Association (CBEMA) privacy and security publications, and (7) International Business Machines (IBM) privacy and security publications. (JD)

ED 171 270 IR 007 279

Blackwell, Laird Hood, Paul

Program Intelligence Activities in Educational Knowledge Utilization: Comparisons of Sensing, Feedforward, Monitoring, and Evaluation Concepts and Activities in Five NIE-Sponsored Programs.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Contract-OB-NIE-G-78-0103

Note-54p.; For related document, see IR 007 283; Some figures will not reproduce well due to small type size

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Comparative Analysis, *Diffusion, Federal Programs, *Information Dissemination, *Information Needs, *Information Utilization

Identifiers-*Educational Information, ERIC

This report compares five information-gathering efforts sponsored by the Dissemination and Resources Group of the National Institute of Education. These five activities were R&D System Monitoring examining the structure, activities, funding, and communication flow at the systems level; Information Needs Sensing identifying the information needs of educational information users and assessing how well those needs are being met by existing information services; Evaluation of the State Capacity Building Program determining whether dissemination capability is being built and if access to information is increasing; Feedforward attempting to identify information needs of educational practitioners; and Evaluation of the Research and Development Utilization Program (R&DU) assessing the effectiveness of the R&DU program as a problem-solving/dissemination arrangement. The 64-item bibliography which is attached provides separate listings for each of the activities. (RAO)

ED 171 271 IR 007 281

Selected Papers from the ASIS Conference, November 1978.

National Inst. for Occupational Safety and Health (DHEW/PHS), Rockville, Md.

Pub Date-Nov 78

Note-31p.; Contains occasional light and broken type

Pub Type- Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Algorithms, *Cataloging, Data Sheets, Government Publications, Health, *Indexing, *Information Dissemination, *Information Needs, Information Systems, Models, On Line Systems, Quality Control, Relevance (Information Retrieval), Research Design, Tables (Data), User Satisfaction (Information)

Identifiers-*Document Selection Criteria, *National Institute Occupational Safety and Health, NIOSHTIC Computer System

The six papers that comprise this document deal with topics related to the National Institute for Occupational Safety and Health (NIOSH) and/or its online document retrieval system, NIOSHTIC. Specific subjects include: (1) a method to catalog multiple sources of NIOSH publications for dissemination; (2) an input rejection algorithm used to provide quality control for NIOSHTIC input; (3) document selection criteria for NIOSHTIC; (4) the development and implementation of a publications dissemination program for NIOSH; (5) a conceptual model for the screening and indexing of documents for a multidisciplinary information system; and (6) an information user needs survey a decision guide for resource allocation. Among the materials provided with the papers are a NIOSHTIC selection matrix, a relevancy matrix for NIOSH current research system, a quality control defect weighting scheme, and tables presenting the information services of the Clearinghouse for Occupational Safety and Health Information and a summary of areas to be included in an information user needs questionnaire. (JD)

ED 171 272 IR 007 282

State-Of-The-Art of Academic Library Instruction. 1977 Update.
Association of Coll. and Research Libraries, Chicago, Ill.
Pub Date-77
Note-149p.; For related document, see ED 072 823
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academic Libraries, Audiotape Recordings, *Autoinstructional Aids, College Libraries, *Computer Assisted Instruction, Credit Courses, *Library Instruction, *Library Programs, Library Surveys, Transparencies, *University Libraries
Identifiers-*Audiotape Cassettes

These ten papers comprise the 1977 update on the state-of-the-art of academic library instruction. Two surveys examine printed self-guided library tours and conducted tours, while a third reports on non-formalized, point-of-use library instruction. Other papers review survey responses to questionnaires dealing with cassette tape use, transparency use, and computer-assisted instruction. Surveys also gathered data on the use of general library skills credit courses, upper-level subject-related credit courses, term paper clinics and consultations, and library school courses on instruction. Some statistical information and sample questionnaires for the surveys are included. (CWM)

ED 171 273 IR 007 283

Hood, Paul D.

Statewide Educational Dissemination Capacity: A Review of Recent Literature and Current Information.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 78

Grant-OB-NIE-G-78-0103; Pub Type- Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Diffusion, Federal Programs, Higher Education, *Information Dissemination, *Information Networks, Schools of Education, State Programs, Teacher Centers

Identifiers-Bureau of Education for the Handicapped, *Educational Information, National Network for Vocational Education, Teacher Corps

This report reviews the dissemination of information on educational programs and information services through a combined literature synthesis focusing on the total dissemination context, configurations, and capacity of major agencies and networks of agencies in the United States. Relevant literature is reviewed as it relates to national and state dissemination programs; schools, colleges, and departments of education; teacher centers; the Teacher Corps' dissemination system; intermediate service agencies; associations and nonprofit organizations; the National Network for Vocational Education; the Bureau of Education for the Handicapped; and general assistance centers. Each unit is described in an introduction to the relevant literature. (RAO)

ED 171 274 IR 007 284

Special Survey of California Public Libraries, September 1978. Statewide Summary.

California State Library, Sacramento.
Spons Agency-California Library Association, Sacramento.
Pub Date-1 Dec 78
Note-9p.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Comparative Statistics, Income, Library Expenditures, *Library Surveys, Personnel, *Public Libraries, Working Hours
Identifiers-*California, Impact Studies, Proposition 13 (California 1978)

Results of a statewide survey of public libraries in California conducted in September, 1978, to gather information about the impact of Proposition 13, the Jarvis-Gann Tax Limitation Initiative, on library services are summarized. Data from the 141 libraries which responded to the survey are organized in groups of comparative statistics, juxtaposing figures for fiscal year 1977-78 with those for 1978-79 (the former are actual while the latter are estimates or approved budget figures). Public libraries are classified by type of jurisdiction city, county on property tax, county on general fund, combination city-county, and district and statistics for operating income (by sources), expenditures, hours of operation, and staffing are provided. Significant reduction in almost all areas is the basic finding. (JD)

ED 171 275 IR 007 286

Annual Report and Abstracts of Research, July 1977-June 1978.

Ohio State Univ., Columbus. Dept. of Computer and Information Science.

Pub Date-78

Note-83p.; For related document, see ED 154 777; Contains occasional light and broken type

Pub Type Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Abstracts, Artificial Intelligence, *Computer Science, *Information Processing, Information Retrieval, *Information Science, Information Storage, Programing Languages, Publications

This annual report of the Department of Computer and Information Science at Ohio State University for July 1977-June 1978 covers the department's organizational structure, objectives, highlights of department activities (such as grants and faculty appointments), instructional programs/course offerings, and facilities. In the second half of the report abstracts are given for 34 papers in the areas of information storage and retrieval, information analysis, programming languages, artificial intelligence, mathematical techniques, systems programming, computer architecture and networks, and computation theory. Appendices include statistical data on the growth of the University's Department of Computer and Information Science from 1973-78, a computer and information science course listing by number and title, the names of department faculty, Computer and Information Science Seminar Series presentations, related activities of and publications by the department, a listing of technical series publications since 1968, and the names of doctor of philosophy degree recipients from 1971-78. Investigator and subject indexes to the report are provided. (JD)

ED 171 276 IR 007 287

Rader, Hannelore B.

An Assessment of Ten Academic Library Instruction Programs in the United States and Canada.

Spons Agency-Council on Library Resources, Inc., Washington, D.C.
Pub Date-25 Sep 76
Note-29p.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Libraries, College Libraries, Instructional Programs, Junior College Libraries, Library Administration, *Library Instruction, Library Planning, *Library Programs, Library Skills, Library Surveys, Orientation, Program Evaluation, Teaching Methods, University Libraries
Identifiers-*Canada, *United States

This assessment of ten existing academic library instruction programs in the United States and Canada investigates administrative and staff support, instructional methods, and program impact as an aid to writing a guide to academic library instruction programs. A representative sample of ten library instruction programs was selected on the basis of: (1) geographic area; (2) size of the academic institution; (3) type of academic institution; (4) library instruction methodology; and (5) duration of program. Programs were evaluated through personal interviews with administrators, library staff, faculty, and students as well as appraisal of instructional and orientation information. Program statistics and cost information were also reviewed. Administrative, faculty, and library staff were found largely to be only partially involved with the programs and this partial involvement extended to program administration by public or reference services librarians. Instructional materials and methods varied widely and differed with respect to institution size. The formulation of objectives, record of statistical data and periodic program evaluations were found to be important in program organization. (CWM)

ED 171 277 IR 007 288

Johnson, Edward R. And Others

An Assessment of the Impact of the Management Review and Analysis Program (MRAP).

Pennsylvania State Univ., University Park.
Spons Agency-Council on Library Resources, Inc., Washington, D.C.
Pub Date-Jul 77
Grant-CLR-645
Note-206p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Bibliographies, Data Sheets, *Library Administration, *Library Programs, Objectives, *Program Evaluation, *Research Libraries, Research Methodology
Identifiers-*Impact Studies, *Management Review and Analysis Program

The effectiveness of the Management Review and Analysis Program (MRAP) of the Association of Research Libraries, an assisted self study'' involving administrators, librarians, and staff in an internal study of management procedures and practices, was evaluated in 1976/77 by research measuring its impact on 22 participating academic and research libraries. The goals of MRAP were identified and evaluated according to behavioral, attitudinal, and organizational changes in the climate, performance, and effectiveness of each library and its management determined as resulting from their involvement in the MRAP process. Methodology included the following procedures: (1) questionnaires were sent to 92 individuals from 10 libraries; (2) 54 key informants'' were interviewed in-depth; (3) a goals-Delphi'' procedure compared goal statements for a management self-review process made by 40 MRAP participants and 40 non-MRAP participants; (4) 11 library directors answered a questionnaire to assess the effect of authoritarianism'' on the process; and (5) three libraries re-administered an organizational profile'' and the results before and after the MRAP experience were compared. Results indicated difficulties before, during, and following MRAP. These included the time element, complexity of the program, methods of implementation, selection of study teams, and the role of management. Data tables, questionnaires, and other related materials are appended to the report. (Author/JD)

Hurt, C. D.

Author Productivity and Subject Breadth in Engineering Publications.

Pub Date-79
Note-12p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bibliographies, *Correlation, *Engineering, *Intellectual Disciplines, Publications, Research Methodology
Identifiers-*Author Productivity

This paper examines author productivity as a function of subject breadth using literature-productive engineers subject breadth is defined as a measure of an author's tendency to move outside one or more closely allied subject areas within a discipline. Subjects for the study were chosen at random from the 1971 author index of The Engineering Index and were traced through the 1972-74 author indexes, giving the study a four-year time frame. Subject fields were determined by using Subject Headings for Engineering. A correlation of productivity with breadth of subject range produced a significant negative correlation. Possible reasons for this production characteristic are discussed. (Author)

ED 171 279 IR 007 290

Strasser, Alexander
Bibliographic Access in Pennsylvania.
Pittsburgh Regional Library Center, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Note-108p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Bibliographies, *Interlibrary Loans, *Libraries, Library Associations, Library Cooperation, Library Networks, *Library Surveys, Literature Reviews
Identifiers-*Bibliographic Access, *Pennsylvania

In Pennsylvania 375 public, academic, and special libraries were surveyed in an effort to gather information concerning their interlibrary loan activity during April, 1978; personal discussions with librarians across the state were also conducted. Both sources were used in the development of recommendations for improving bibliographic access. The results from the 254 libraries that responded, which consisted of a representative cross-section of types, showed that (1) the fill rate for interlibrary loan is over 70 percent; (2) the main reason for not filling requests was that the library did not own the item; (3) over 85 percent of borrowing and lending was in-state; (4) monographs predominated over periodicals; (5) 50 percent of the activity concerned demand for material published since 1972; (6) OCLC is heavily used for bibliographic verification and as a location tool; and (7) in-state, IDS is the predominant form of delivery. Implications of the survey and the discussions with librarians led to the recommendations to develop a coordinated plan to expand access to older bibliographic records within Pennsylvania, including retrospective inputs into the OCLC data base by a greater number of libraries and the creation of a state-wide, online union list of serials; to provide incentives for libraries to share their collections; and to encourage existing agencies that produce indexes to subject collections in Pennsylvania libraries to adopt compatible formats and terminologies. (Author/JD)

ED 171 280 IR 007 291

Laubacher, Marilyn R.

A Brief Resource Guide to Sources of Information About Microform Equipment.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Pub Date-Apr 79
Note-10p.
Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Equipment, *Information Sources, Merchants, *Microforms, Periodicals, Professional Associations, *Purchasing, Resource Guides

This resource guide provides the user who is considering purchasing microfiche equipment with annotated citations of: (1) books which include general selection guidelines and criteria for the purchase of many types of audiovisual equipment, (2) directories and guides that are useful for descriptions of equipment and in the comparison of different types of equipment, (3) articles concerned with equipment evaluation, and (4) articles concerned with the training of equipment users. Also included are a list of associations whose memberships are interested in some aspect of micrographics, a list of titles of periodicals and newsletters whose articles may deal wtih micrographics, and a list of dealers of microform equipment. (Author)

ED 171 281 IR 007 292

Josey, E. J. And Others

Continuing Education and the NYLA Membership.

New York Library Association, New York.

Pub Date-12 Oct 78

Note-36p.; Prepared by the Ad Hoc Committee on Continuing Education of the New York Library Association

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Interest, Educational Needs, Educational Policy, *Librarians, *Library Associations, *Professional Continuing Education

Identifiers-*New York Library Association

In an effort to determine the continuing education (CE) needs and interests of its members, as a first step in the development of a statewide program, the New York Library Association surveyed its entire membership during the winter of 1978. Of more than 3000 questionnaires sent out, 307 (or ten percent) were returned. This report presents the findings of the survey in a broad range of areas. Specifically, data tables show statistics for the type of library in which respondents work; their positions; the number of years since they graduated from library school; their CE experiences; their NYLA affiliations; their CE priorities; their choice of forces acting against CE programs; their personal commitment in support of CE programs; the type of CE assistance needed by their organizations; their CE opportunities and priorities for the next three to five years; their subject content priorities for CE over the next three to five years; CE policies they feel libraries should provide employees; the rewards, recognitions, and incentives desired; and the desired location for regional conferences. Conclusions and recommendations are also included. (JD)

ED 171 282 IR 007 293

Domas, Ralph E.

Correlating the Classes of Books Taken Out Of and Books Used Within an Open-Stack Library. Research Report.

Pub Date-Apr 78

Note-22p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bibliographies, *Classification, *College Libraries, *Correlation, *Library Circulation, *Library Research, Mathematical Formulas, Research, Research Methodology, Statistical Data

Identifiers-Dewey Decimal Classification, *San Antonio College TX

The purpose of this study was to determine if a correlation existed between the classes of books checked out of the San Antonio College Library and the classes of books used in the Library. Data for out-of-library and in-library use were collected during February, 1978, and arranged by Dewey Decimal Classification (DDC) tens. By using the Pearson product-moment correlation formula, the author found a significant positive correlation between out-of-library and in-library use of books. It was also concluded that over-the-counter circulation count is a reliable indicator of total library use within the DDC tens class spans. (Author)

Data for Massachusetts FY 1978: Comparative Public Library Report.
Massachusetts State Board of Library Commissioners, Boston.
Pub Date-Nov 78
Note-87p.; For related documents, see ED 146 936 and 146 386
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Financial Support, *Library Circulation, *Library Collections, *Library Expenditures, *Public Libraries, Salaries
Identifiers-*Massachusetts

Designed to facilitate the rapid comparison of fiscal year 1978 support and activity levels among public libraries in Massachusetts, this report identifies twelve indicators of library support and activity and presents percentage and per capita figures for each municipality.

Data are for the twelve-month period ending June 30, 1978, and represent 314 or 91 percent of the 346 municipalities with public libraries in the state. The twelve summary tables of the first section display the mean (average), median, and the 10th, 25th, 75th, and 90th percentile values of each indicator for six population groups (the 100,000+ group was excluded due to the small number of municipalities this size). The indicators include library expenditures, total income, municipal appropriation, total operating income, salary expenditures, materials expenditures, print holdings, nonprint holdings, and circulation of both types of materials. The municipal tables of the report's second section contain data for individual municipalities arranged in seven population groups based on the 1975 census (these tables include the group excluded in the summary tables). The report concludes with the questionnaire form and its instructions, used to gather the data, and a memorandum regarding library expenditures as percent of total municipal expenditures. (Author/JD)

Data For Massachusetts 1978: Public Library Personnel Report.
Massachusetts State Board of Library Commissioners, Boston.
Pub Date-Nov 78
Note-253p.; For related document, see ED 148 385
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Fringe Benefits, Professional Personnel, *Public Libraries, Salaries
Identifiers-*Library Personnel, *Massachusetts

Intended for use by library staffs, directors, and trustees, this report of salary and staffing information for Massachusetts public libraries for 1978 is presented in a standardized format to facilitate the identification of comparable libraries and the comparison of salaries and other personnel data. Explanatory notes define the terms used in the tables. Section I contains salary and staffing reports for individual municipalities, arranged in seven population groups, based on the 1975 state census. Salary ranges shown are those paid library employees on July 1, 1978 or for fiscal year 1979. Section III offers a series of three summary tables, for each of which data are presented by population group and regional affiliation: (1) high, average, and low maximum salaries for selected positions; (2) distribution of educational levels for employees of reporting libraries; and (3) fringe benefits for employees of reporting libraries. The report concludes with two public library personnel report questionnaires used to gather the data one for municipalities under, the other for those over, 5,000 population. Both include instructions. (JD)

ED 171 285 IR 007 296

Chesley, Robert E.

Dissemination of Educational Information Through the Educational Resources Information Center (ERIC).

Educational Resources Information Center (DHEW), Washington, D.C.
Pub Date-6 Mar 79
Note-16p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Activities, *Education, *Information Dissemination, Information Services, *Information Systems, Information Utilization
Identifiers-*ERIC

Intended to present information about the activities and use of the Educational Resources Information Center (ERIC) system that are available through the ERIC clearinghouses, this report briefly describes the variety of activities, methods, and services that are employed in the dissemination of the system's educational information. After a short background description, specific sections deal with the following topics: standing order customers; acquisition and selection of documents; Resources in Education (RIE); Current Index to Journals in Education (CIJE); information analysis products; activities with professional associations; workshops; user services; journal articles; information bulletins; computer searching; information centers; and technical assistance activities. The report concludes with an identification of the many changes that have taken place in the system within the past two years, as well as with a list of some of the studies or activities for system improvement that are under way or scheduled for implementation in the near future. (JD)

Erikson, Ewa, Comp.

Information and Documentation Service in Sweden. STU Information No. 55-1977.

National Swedish Board for Technical Development, Stockholm.

Pub Date-77

Note-86p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Data Bases, *Information Centers, *Information Services, Information Sources, Research Libraries, *Sciences, Scientific Research, *Technology

Identifiers-*Research and Development, *Sweden, Trade Associations

Compiled by the Swedish Council for Scientific Information and Documentation, this directory is intended to inform institutions, authorities, and research and development performers of available sources of information about Swedish activities in various fields of research, mainly of a scientific and technical nature. It provides an alphabetical index to subject fields in which numbers following specific terms refer to institutions described in the guide. For each of 81

institutions listed the following information is given: name (both English and Swedish), address, telephone number, name of contact person, subject field, and the type of service provided. Some descriptions also offer sample questions that the institute's services can answer. Also included is a list of data bases that offer a selective distribution of information (SDI) service. Arranged in a tabular form, this section lists the institute, its data base(s), number of references per year, SDI operations per month, and current price per profile for six months (in Swedish kroner). Another section names institutes that perform retrospective searches the data base used, coverage, subject field(s), search component-search level, price, and remarks. The directory concludes with lists of addresses of research libraries, trade associations, and county agricultural boards. (JD)

ED 171 287 IR 007 300

Regan, Muriel

Information Sources on International and Foreign National Documents.

Pub Date-7 Jun 77

Note-20p.; Paper prepared for the Special Libraries Association, Social Science and Education Divisions (New York City, June 7, 1977)

Pub Type- Reference Materials - Directories/Catalogs (132) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Education, *Government Publications, *Information Sources, *International Organizations, *Publications, Social Welfare, Urban Studies

Identifiers-*Africa

This guide to information sources of international and foreign national documents is comprised of six bibliographies: (1) Current Sources Helpful in Identifying International Organizations' Documents''; (2) Finding Sources for International Social Welfare,'' annotated and divided into United Nations publications and United States publications; (3) Finding International and Foreign Documents on Urban Affairs,'' annotated; (4) Worldwide Information Sources in Education,'' organized in two columns listing the organizations and their publications; (5) A Selected List of Bibliographic Sources of National Documents (other than U.S.),'' annotated; and (6) Sources of African Governmental Documents: A Working List,'' listed by country and followed by a list of general sources. (JD)

ED 171 288 IR 007 302

Silvester, Elizabeth
International Relations: A Student's Guide to Reference Resources.
McGill Univ., Montreal (Quebec). McLennan Library.
Pub Date-78
Note-16p.; Not available in paper copy due to small print size of original
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-International Law, *International Relations, Political Science, *Reference Materials, *University Libraries

Intended for students, this annotated bibliography describes reference materials in International Relations that may be found in either the McLennan or Law Library of McGill University. Scope includes political science, international law, and related areas in the social and behavioral sciences, but titles which relate to the foreign relations of a single country and archival guides to primary sources are omitted. Titles are listed in three groups: encyclopedias, dictionaries, etc.,; yearbooks; and bibliographies. The latter group is subdivided into bibliographic guides, general bibliographies including indexes, and specialized subject bibliographies in diplomacy, intelligence/espionage, international business, international labour, international law, international organizations, peace, and the study of international relations. Call numbers are provided for all items. (Author/JD)

ED 171 280 IR 007 303

Colson, John Calvin

Interpretation in Historical Writing: The Study of Development in Librarianship.

Pub Date-11 Jan 79

Note-11p.; Paper presented at the annual meeting of the Association of American Library Schools, Library History Interest Group (Washington, D.C., January 11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*History, *Interpretive Skills, Librarians, *Libraries, *Library Research

Study of the development of libraries and librarianship may be done only historically, by analysis of the records of development. Such study necessarily is interpretive because historical study does not establish facts, but proceeds from them. In historical study an hypothesis may not be used as in scientific study, because the hypothesis is not testable. (Author)

Schaffer, Ellen G. And Others

Latin American Resources, Reference Sources.

Pub Date-Jun 78

Note-30p.; Not available in paper copy due to marginal legibility of original

Language-English; Spanish

Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Business, Humanities, *Publications, *Reference Materials, Social Sciences

Identifiers-Book Dealers, *Latin America, Legal Literature

These Latin American reference sources are presented in three independent documents: (1) an annotated bibliography of business and law-related publications, organized by type and subject, including periodicals; (2) a partially annotated bibliography of reference materials in humanities and social sciences; (3) a directory of selected book dealers, listed by country, followed by a 7-item list of recent acquisition tools of note. Both English and Spanish reference sources are noted in the bibliographies. (JD)

ED 171 291 IR 007 306

The Lighter-Than-Air Society Collection.
Akron - Summit County Public Library, Ohio.
Pub Date-Oct 78
Note-41p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Library Collections, Public Libraries, *Special Libraries, *Transportation
Identifiers-*Lighter Than Air Society

This bibliography of the holdings of the Lighter-Than-Air Society includes books, serials, manuscripts, and photographs acquired by gift and purchase. Information on Lighter-Than-Air craft is contained in technical treatises, scholarly histories, biographies, popular narratives and tales of adventure in English, French, German, Italian, Spanish, Portuguese, Polish, Dutch, and Russian. Although the materials themselves may not be loaned except by written permission of the society, photo reproduction on a limited basis is available. (JVP)

ED 171 292 IR 007 307

Koyama, Janice, Ed.
LIP Notes: A Syllabus for the Library Instruction Program, University Library, California State University, Long Beach.
California State Univ., Long Beach. University Library.
Pub Date-78
Note-81p.; A few pages of illustrative material may not reproduce clearly due to type size of original
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Dictionary Catalogs, Indexes (Locaters), *Library Instruction, *Library Programs, Reference Materials, Search Strategies, *University Libraries
Identifiers-*California State University Long Beach

Prepared for students who participate in the California State University Long Beach (CSULB) Library Instruction Program (LIP), this document is both a working syllabus for classroom use and an outline of the lecture presentations given by librarian instructors, though it can also be used as a reference guide to review library research methods, major bibliographical and information sources, and the various procedures in constructing a search strategy. Three features facilitate its usefulness: (1) questions, selected from actual ones asked frequently at the reference desks, introduce the chapters; (2) instruction in the selection and content of reference sources is accomplished with annotated, sample pages from bibliographies, indexes, and catalogs; (3) the summary chapter, ``Search Strategy,'' presents a flexible model of library research methodology. The order of the chapters logically proceeds from a description of the library with floor plans, to the card catalog, filing rules, subject headings, classification and location, bibliographies, indexes, reference works, biographical dictionaries, book reviews, and government publications. A short chapter on style manuals is also provided. (Author/JD)

ED 171 293 IR 007 308

New York State Library Services to the Legislature.
New York State Library, Albany.
Pub Date-Jan 79
Note-43p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Legislators, Library Collections, *Library Guides, Library Networks, Library Reference Services, *Library Services, Publications, *State Libraries
Identifiers-Handbooks, *New York State Library, Request Forms

Designed to assist legislators and legislative staff in using the New York State Library more effectively, this handbook provides a description of what the library is, what it has to offer, and how to use it. Specifically, sections are devoted to (1) the Library itself general facts, descriptions, locations; (2) special services for the legislature reference and research, orientation and library tours, problems and assistance; (3) library publications and research for the legislature what is available, Legislative Trends,'' requesting research; (4) how to find material in the library microfiche catalogs, uncataloged collections, computerized data bases; and (5) subject reference services and collections humanities, law and social sciences, science/health/technology, manuscripts and special collections, library for the blind and physically handicapped, gift and exchange section, how to get state documents, donating legislative publications, and interlibrary loan service. Also included are a list of public library systems, central libraries, and reference and research resources systems; a list of publications, 1971-78; sample request forms; and the floor plan to the Library's seventh floor where its main public service points are. (JD)

ED 171 294 IR 007 309

The 1979 Directory of Library Systems in New York State with Listings Current as of November 1978.

New York State Education Dept., Albany.

Pub Date-Nov 78

Note-106p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Institution Libraries, *Library Networks, Maps, Public Libraries

Identifiers-*New York

Compiled from information supplied by directors of the systems and State departments or agencies administering library programs, this directory provides listings that are current through November 1, 1978. The listings are arranged regionally and alphabetically by the names of the specific reference and research library resources systems to which the library systems belong. In each section directory information appears for (1) the reference and research library system, (2) the several public library systems in it, and (3) the State institution branches having libraries in the region. Locations for systems can be identified by using the table of contents or maps. Basic information for each type of library system is presented in a generally parallel format that provides the name of the director, address of the system, telephone and teletype numbers, year of establishment, names of principal staff, name of the president of the system board of trustees, the name of each county participating in the system, and the number of member libraries. Addresses are also given for all member institutions and libraries. (Author)

ED 171 295 IR 007 310

North Dakota Public Library Trustee Manual.

North Dakota Library Association, Bismarck.

Spons Agency-North Dakota State Library Commission, Bismarck.; Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-28p.; For related document, see ED 118 074

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Board Administrator Relationship, Check Lists, Guidelines, Organization, Policy Formation, *Public Libraries, Responsibility, *Trustees

Identifiers-*North Dakota

Intended as a guide for public library board members of the state of North Dakota, this manual provides basic information that all trustees should have and suggestions that will help them become more active and useful not only to their library and community but also to libraries and library services in the state. Subjects covered include goals, responsibilities of the board, its organization, library board and librarian relationships (in which context the responsibilities of both are enumerated), library policy manual with suggested contents, orientation of the board, friends of the library and bequests (with suggested activities and forms), and trustees and the legislative process (with lobbying guidelines). Appendices contain a checklist of questions concerning public library services that could be used for evaluation, a library bill of rights (after the Council of the American Library Association), sample trustee by-laws, and suggested further readings. (JD)

ED 171 296 IR 007 311

The Ohio White House Conference on Library and Information Services. Conference Recommendations.

Ohio State Library, Columbus.

Pub Date-78

Note-29p.; For related documents, see IR 007 301 and IR 007 312-313

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Change Strategies, Copyrights, Financial Support, Instructional Materials Centers, *Libraries, Library Cooperation, Library Education, Library Networks, *Library Services, Preservation, Public Relations, State Legislation

Identifiers-*Ohio, *White House Conf on Library and Info Services

The 16 recommendations of the 1978 Ohio White House Conference on Library and Information Services are presented with background information and identification of salient issues. Concerns include the legal structure of public libraries, funding, library services (particularly for those with special needs), public relations, preservation, library cooperation and networking, copyright law, and library education. Local, state, and/or national responsibility is assigned to each. (JD)

ED 171 297 IR 007 312

Ohio White House Conference on Library and Information Services: Speak Out. Conference Background Information.

Ohio State Library, Columbus.

Pub Date-Sep 78

Note-54p.; For related documents, see IR 007 301, IR 007 311 and IR 007 313

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Background, *Conferences, Financial Support, *Libraries, Library Administration, *Library Facilities, Library Networks, Library Services, Public Relations, Technology

Identifiers-*Ohio, *White House Conf on Library and Info Services

Developed as background material for the 1978 Ohio White House Conference on Library and Information Services, this document provides information in six areas of concern for Ohio libraries: (1) library and information services library users, library collections, special user needs; (2) public awareness definition, current status, suggestions for improvement; (3) library and information technology methods of information storage/retrieval/dissemination, data banks, costs; (4) networking United States, Ohio (13) networks described; (5) library facilities physical library growth from days of Andrew Carnegie to present; and (6) governing policies and financing of Ohio libraries Ohio library statistics for 1974-1977. (JD)

ED 171 298 IR 007 313

Ohio White House Conference on Library and Information Services: Speak Out. Ohio White House Conference Preconference Program Report.

Ohio State Library, Columbus.

Pub Date-14 Jun 78

Note-128p.; Preconference programs held from March 10-May 25, 1978 at 18 locations in Ohio; Pages 133-151 removed due to illegibility; For related documents, see IR 007 301 and IR 007 311-312

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Change Strategies, Community Study, Conference Reports, *Conferences, Financial Support, *Libraries, Library Cooperation, *Library Planning, *Library Services, Public Relations

Identifiers-*Ohio, *White House Conf on Library and Info Services

Ohio White House Conference preconference programs were held from March 10-May 25, 1978, at 18 locations across the state and attracted almost 1500 citizens and librarians interested in speaking out on libraries and information services. Detailed information about the preconferences is provided by this report in three sections: (1) narrative reports of the preconferences arranged by region; (2) response postcards received by the subcommittee following an individual's attendance at a regional meeting, arranged by subject; and (3) response postcards arranged by area. Major topics of concern include library public relations, library services, library technology, funding of libraries, community analysis, and cooperation among all types of libraries. The subcommittee's summary of the results of the regional preconferences is presented in the conclusion. (Author/JD)

ED 171 299 IR 007 315

McCabe, Gerard B. And Others

A Position Paper on the Proposed Virginia Integrated Library Network.

Pub Date-Mar 79

Note-10p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Libraries, Library Circulation, *Library Networks, On Line Systems, Participation, Planning

Identifiers-*Virginia, *Virginia Commonwealth University Libraries

In the spring of 1978, the Virginia State Library commissioned The Computer Company to conduct a feasibility study of the possibility of establishing a statewide library network for the Commonwealth of Virginia. In this report, the authors respond to that study by identifying three areas of concern for academic libraries: (1) the need for academic libraries in Virginia to acquire online circulation control systems the development of a statewide circulation system; (2) the need to clarify the right and responsibility of academic libraries to participate in national networks the establishment of a state policy for such participation; (3) the need for careful study and planning for the integrated library network proposed in the study a recommendation to study, weigh, and debate the concepts and standards essential to such a network. Attached to the report is an outline on circulation control and data base utility. (Author)

ED 171 300 IR 007 317

Weintraub, D. Kathryn

Problems of Corporate Entries: Some Alternative Solutions, An Historical Survey.

Pub Date-18 Apr 78
Note-26p.; Paper presented at the annual meeting of the Indiana Library Association (April 18, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Catalogs, Institutions, Organizations (Groups), *Subject Index Terms
Identifiers-*Corporate Entries

This paper summarizes the treatment of problems pertaining to the choice of corporate entry, name, and form of name for corporate bodies in various catalog codes in order to illustrate some alternative solutions to the problem of corporate names in catalog codes. One conclusion is that corporate entries should be retained within the set of entries for a work because, while they many not represent author entries in one sense of the word, they are authors in another sense. A second conclusion is that the form of corporate name be chosen so that the entry fulfills additional functions in the catalog. (Author)

ED 171 301 IR 007 318

Proceedings of Institute on Library Service to the Handicapped: Instructional Material for Inclusion in the Core Curriculum of Library Schools, held at Florida State University, Tallahassee, Florida, August 27-September 1, 1978.

Florida State Univ., Tallahassee. School of Library Science.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Note-252p.; Page iii of introduction is missing from original document
Pub Type- Collected Works - Proceedings (021) - Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Audiovisual Aids, Blind, Core Courses, *Core Curriculum, Historical Reviews, Information Services, *Instructional Materials, Library Administration, *Library Schools, *Library Services, *Library Standards, *Physically Handicapped, Research Methodology

Faculty members of many different library schools participated in an Institute on Library Service to the Blind and Physically Handicapped at Florida State University, August 27-September 1, 1978. These proceedings from that Institute include the instructional materials revised as a result of the discussions at the Institute used in five core courses at the Florida State University School of Library Science; five presentation papers on library services to the handicapped; a selected bibliography on library services to the handicapped; and a list of the institute's consultants, speakers, and participants. The subjects of the core courses described are foundations, administration, information services, materials, and research methods; the subjects of the papers are national library service for the handicapped, an historical summary of library service to the handicapped and institutionalized, current research on library service to the handicapped, standards for such library service, employment of handicapped librarians, and audiovisual materials on the handicapped the latter paper also provides a directory of producers and distributors and a subject index to the materials. (JD)

ED 171 302 IR 007 319

Goodman, Doreen M., Comp.
The School and the Community. A Bibliography, Part 2.
Australian Schools Commission, Canberra.
Pub Date-78
Note-101p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Board of Education Role, Community Education, Community Schools, Decision Making, Educational Administration, Ethnic Groups, Family School Relationship, Library Role, Parent School Relationship, *School Community Relationship

An update of the initial bibliography, published in 1976 and covering 1965-1975, this bibliography confines itself to school-and community-related items published in Australia, the United States, Great Britain, and Canada between 1975 and 1977. Categories, arranged systematically A-Z with each item listed alphabetically by author/title within each category and identified alphanumerically, include educational administration, decision making, devolution of responsibility and school boards, finance and legislation, school-community relations, home-school liaison, parent role, parent-teacher relations, teacher role, student role, participative curriculum development, community education, community schools and innovative programs, community centers, community use of school resources, school use of community resources, work experience, community service, inner city and rural areas, ethnic and racial groups, planning/design/building of educational facilities, libraries and the community, case study reports, projects, research and evaluation, and bibliographies. For the convenience of the user, a scope note precedes each section, and cross-references to related items in the initial bibliography are listed at the end of each section. An author index and a list of community Australian periodicals are also provided. (Author/JD)

ED 171 303 IR 007 320

Sources and Resources: A Handbook for Teacher-Librarians in British Columbia.

British Columbia Dept. of Education, Victoria.
Pub Date-78
Note-94p.
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Educational Resources, Elementary Secondary Education, Evaluation Criteria, *Guides, Information Sources, *Librarians, Library Acquisition, Library Circulation, Library Facilities, Resource Staff Role, *School Libraries, Subject Index Terms
Identifiers-*British Columbia

The school library has a specialized function in that its collection and services support the curriculum for learning and the improvement of the instructional process; school librarians, properly designated the teacher-librarians, require special skills and training because, besides performing traditional librarian functions, they must also be teachers, informed about the curriculum and the teaching process. This handbook, intended for such 'teacher-librarians' in British Columbia, provides chapters on the role itself, support staff, school library policy, effective use of facilities and equipment, evaluation of school library services, learning resources inventory, selection, acquisition, and organization of learning resources, and circulation and security procedures. Appendices include selection tools for print and nonprint materials, periodicals and indexes; sources of vertical file information materials; subject headings for Canada and British Columbia; a sample policy for the selection of learning resources; an annotated bibliography; and a list of relevant addresses. An index is also provided. (JD)

ED 171 304 IR 007 321

The South Carolina State Library. Ninth Annual Report, July 1, 1977-June 30, 1978.

South Carolina State Library, Columbia.
Pub Date-Jun 78
Note-33p.; For related documents, see ED 136 759 and 149 788
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Federal Aid, Interlibrary Loans, Library Circulation, Library Collections, Library Expenditures, *Library Services, *State Libraries
Identifiers-*South Carolina

This ninth annual report of the South Carolina State Library covers the fiscal period July 1, 1977-June 30, 1978. Included are a list of the board members and professional staff, an organizational chart, descriptions of the objectives and responsibilities of the various parts of the library, and public library statistics for libraries, librarians, bookstock, circulation, population, and income which summarize developments from 1943-78. The major part of the report is devoted to descriptions of activities and achievements in the various library areas, such as reader services and field services. Statistical data concerning library construction expenditures, interlibrary loan requests, public library bookstock circulation and support (by county), state expenditures, and federal expenditures are provided at the end, as well as the names and addresses of library board chairmen. (JD)

ED 171 305 IR 007 322

Belsches, Jane Faust
The Use of Children's Magazines in a Public Library.
Pub Date-Apr 78
Note-40p.; 33p, Master's Thesis, University of North Carolina, Chapel Hill
Pub Type- Dissertations/Theses (040) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bibliographies, *Children, Literature Reviews, *Periodicals, *Public Libraries, Research Methodology, *Use Studies
Identifiers-*Chapel Hill Public Library NC

This study determined the percentage and kinds of use of children's magazines in the Chapel Hill, North Carolina, Public Library and developed a user profile. Observation in the children's room, conducted for 31 hours over a six-week period, found that: (1) a little over six percent of the people who enter the children's room use or check out a magazine; (2) fewer than half of those who use a magazine in the library read a magazine article; (3) the magazines that were used most frequently were often not those that had appeared on recommended lists of titles; (4) several patrons seemed unaware of the magazine circulation policy, and others mentioned having some of the same magazine titles at home. Findings of the study indicate a need for a more comprehensive evaluation of the public library's magazine service to determine patrons' needs and interests. An observations chart and a selected bibliography on children's magazines and participant-observation are included. (Author)

ED 171 306 IR 007 323

Menges, Gary L.

Use of Computer-Based Reference Services in Texas Information Exchange Libraries.

Pub Date-19 May 78
Note-13p.; Paper presented at the Texas Library Association Workshop (Austin, Texas, May 19, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Libraries, *Library Networks, *Library Surveys, Public Libraries
Identifiers-*Computer Based Reference Services, *Texas Information Exchange

The Texas Information Exchange (TIE) is a state-wide library network organized in 1967 for the purpose of sharing resources among Texas libraries. Its membership includes 37 college and university libraries, the Texas State Library, and ten public libraries that serve as Major Resource Centers in the Texas State Library Communications Network. In April 1978, the members of TIE were surveyed on their use of computer-based reference services; this report provides a summary of their questionnaire responses concerning 15 different topics, numbered to correspond to the questions on the survey form: libraries providing computer-based reference services, vendors and numbers of searches, data bases searched most frequently, average search time, organization, equipment, marketing, users, financing, evaluation, impact, SDI or current awareness services, batch searching, numeric or statistical data, and future plans. The survey form is included. (Author/JD)

Holt, Raymond M.

Wisconsin Library Building Project Handbook.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

Report No.-WSDPI-8268

Pub Date-78

Note-264p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Building Design, *Buildings, *Construction (Process), Construction Costs, Interior Design, *Libraries, Needs Assessment, *Planning, Site Selection

Identifiers-Handbooks, *Wisconsin

Written for those who become involved in a library building project, this manual deals with the basics from appraisal or needs assessment through planning, design, construction, and occupation. It is equally concerned whether the project involves remodeling, expansion, or a new structure and should be useful regardless of the size or nature of the project. The initial chapter provides a brief overview of the entire process with references to following chapters that deal with specific stages in detail. Because of their predominance in Wisconsin, community libraries serving populations ranging up to 25,000 are the main focus, and the needs of the library user are emphasized. Appendices provide sample pages from a library building program, a suggested list of topics for a building program, and suggested questions for use in interviewing architectural firms. A bibliography and index are also included. (Author/JD)

ED 171 308 IR 007 328

Australian Society of Educational Technology Yearbook, 1978.

Australian Society of Educational Technology, Adelaide.

Pub Date-78

Note-89p.; For related documents, see ED 152 323-324; Hard copy not available due to type size of original document

Available from-The Editor, ASET Yearbook, Advisory Centre for University Education, University of Adelaide, Adelaide, South Australia 5000 ($2.00)

Pub Type- Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Curriculum Development, Data Bases, *Educational Technology, Futures (of Society), Instructional Design, Instructional Media, Microform Readers, *Microforms, *Professional Associations, *Visual Learning

Identifiers-*Australia

This report of the 1978 activities of the Australian Society of Educational Technology includes reports, articles, a state of the art review, and a technical report. Section I lists the memberships of the national executive and state chapter council, and presents a national report and reports from four state chapters. Three articles are presented in Section II: Floyd and Lynna Ausburn examine perception skills and memory for visual images; D.J. Magin discusses educational technology in terms of the concept of the missing curriculum; Ian D. Thomas sets educational media in perspective as only one consideration among many in the education process. In Section III, a state of the art review by Donald P. Ely presents the evolution of educational technology leading to the establishment of an identity for the field and indicates possible future directions. Included is a brief discussion of some of the historical roots, contributing fields, current practices, and future issues. A technical report by Nancy D. Lane in Section IV examines microforms as tools for learning, reviewing their educational applications, outlining the major types of micrographics equipment available and their costs, and describing sample equipment configurations. (CMV)

Miller, Michael M., Comp.
Bulletin Boards and Displays. A Bibliography.
North Dakota State Univ., Fargo.
Pub Date-Nov 78
Note-12p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bulletin Boards, *Display Systems, Student Developed Materials, Teacher Developed Materials

A bibliography is presented of over one hundred resources on the construction and utilization of bulletin boards and displays. Each citation includes publisher, price, and recommended grade level. A list of publishers' addresses is included. (CMV)

ED 171 310 IR 007 332

Noland, Mildred Jean

A Comparison of the Connotative Meaning of Visuals Presented Singly and in Simultaneous and Sequential Juxtapositions.

Pub Date-78

Note-124p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Cognitive Processes, Factor Analysis, *Media Research, Semantic Differential, *Serial Ordering, *Visual Literacy, *Visual Stimuli

Identifiers-*Connotative Meaning, *Simultaneous Juxtaposition

A study was conducted investigating whether a sequence of visuals presented in a serial manner differs in connotative meaning from the same set of visuals presented simultaneously. How the meanings of pairs of shots relate to their constituent visuals was also explored. Sixteen pairs of visuals were presented to both male and female subjects in small community college classrooms on two separate occasions, once in simultaneous and again in sequential juxtaposition. Ratings for the visuals were obtained on eleven semantic differential scales. Ratings of the same visuals not in juxtaposition were also made by a separate group. Measurements of connotative meanings were compared between these simultaneous, sequential, and single conditions. No significant

difference was found between sequential and simultaneous juxtaposition of a single action shot of a face; nor between either form of juxtaposition and presentation singly; nor between either form of juxtaposition rated as a whole. It was found in six out of eight pairs, that the rating of the pair resembled the rating of one of its constituents; in two cases, the ratings resembled neither constituent. (JEG)

ED 171 311 IR 007 335

Jobe, Holly And Others

Creating the Learning Activities Package. Instructional Improvement Through In-Service.

Northeastern Educational Intermediate Unit, Scranton, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.

Pub Date-75

Note-36p.; For related document, see IR 007 365

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiotape Recordings, *Audiovisual Aids, Educational Objectives, *Inservice Programs, *Instructional Media, *Material Development, *Production Techniques, Program Evaluation, *Resource Guides, Scripts, Slides, Transparencies

This paper describes an in-service course for the design, development, and evaluation of mediated learning activities. Each Learning Activities Package (LAP) has six basic components: concept, rationale, objectives, preassessment, activities, and evaluation. Each of these components is outlined, with emphasis placed on writing objectives (expressing who will do what under what conditions and how well) and developing learning activity options (providing the student with alternatives in instructional presentation). A suggested 5-day schedule is outlined for the planning and production of these LAPs and covers such production techniques as scripting and storyboarding, slide production, transparency development, lettering, laminating and dry press mounting, and audiotape production. (RAO)

ED 171 312 IR 007 337

Herrold, Rebecca

The Development and Trial of a Computer Managed Test of Music Fundamentals.

Pub Date-16 Nov 77

Note-21p.; Paper presented at the Oregon Council for Research in Teacher Education (Oregon, November 16, 1977); Appendix B, Table 2 may not reproduce well due to poor quality of the original type

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, *Computer Managed Instruction, *Educational Testing, Higher Education, *Item Analysis, *Music Education, *Pilot Projects, Test Construction, Test Reliability, Test Results

This paper presents the advantages of computer generated tests over traditional tests, outlines the procedures followed in developing a test of music fundamentals, and concludes with the results of a trial of the test. The test, which was developed and programmed in BASIC at Oregon State University, covers elements of notation, intervals and triads, song identification, meter identification, scales, solmization, major western composers, and their principal works. Subjects for the trial of the test were 95 students from freshman theory and basic musicianship courses and juniors in music education. (CMV)

ED 171 313 IR 007 343

Federal Research and Development for Satellite Communications.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Engineering.

Spons Agency-National Aeronautics and Space Administration, Washington, D.C.

Pub Date-77

Contract-NSR-09-012-106

Note-39p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communications, *Communication Satellites, Futures (of Society), *Government Role, Research Projects, *Satellite Laboratories, Scientific Research, *Technological Advancement, *Telecommunication

This report of the Committee on Satellite Communications (COSC) reviews a number of future communication needs which could be satisfied by satellite systems, including needs in fields such as education, health care delivery, hazard warning, navigation aids, search and rescue, electronic mail delivery, time and frequency dissemination, and geophysical exploration. To make such systems possible, technological advances in multibeam spacecraft antennas, low cost earth stations, large satellite power systems, high speed spacecraft communications switches, and spacecraft supporting technology may be required. The committee concluded that the technology to meet such needs is often not provided by the private sector because of the technical and cost risks involved, and therefore suggests that there is an appropriate federal role, and that NASA should resume the research and development activities needed to provide the new technology. (Author/JEG)

ED 171 314 IR 007 344

Jobe, Holly Cannon, Glenn

A Guide to Making an Audio Tape.

Northeastern Educational Intermediate Unit, Scranton, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.

Pub Date-78
Note-18p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audio Equipment, *Audiotape Recordings, Dubbing, Magnetic Tape Cassette Recorders, Sound Tracks, *Tape Recorders

This brief introduction to the use of audiotape recorders in educational settings provides basic information on operational procedures and recording techniques for voice, music, dubbing, and pulsing. Audiotape editing and splicing are also explained. (RAO)

ED 171 315 IR 007 345

Jobe, Holly And Others

A Guide to Planning, Preparing, and Producing a Videotape.

Northeastern Educational Intermediate Unit, Scranton, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.

Pub Date-78

Note-23p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Microphones, *Production Techniques, Program Planning, *Television, *Television Lighting, *Videotape Recordings

Identifiers-*Videotape Production

This introductory guide presents an overview of basic television production, including videotape cameras, recorders, and microphones; staffing needs; procedures for video camera operation; techniques for titling; lighting; factors to be considered when directing a television production; and a sequence for production activities. Diagrams and line drawings illustrate the explanations, which are presented in outline format. (RAO)

ED 171 316 IR 007 348

Kotesky, Arturo A.

Implementing College Regular Vocational Programs into a Bilingual Mode Two Instructional Design Models in Operation.

Pub Date-Mar 79

Note-44p.; Paper presented at the National Convention of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979); Not available in paper copy due to marginal legibility of original

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bilingual Education, Educational Resources, *English (Second Language), *Instructional Aids, *Instructional Design, Learning Modules, Lesson Plans, *Models, Systems Approach, *Vocational Education

Identifiers-Association for Educational Communications Tech

Prepared as a handout for a poster session at the 1979 convention of the Association for Educational Communications and Technology, this set of materials includes descriptions of the Bilingual Access Programs at Elgin Community College, a general systems approach for bilingual access programs and Vocational English as a Second Language (VESL) materials, a bilingual access instructional delivery system, an instructional design model for developing bilingual access support materials, and an instructional design model for developing ESL/VESL components (two sequential models). Also included are a sample of instructional analysis sheets, a sample list of Spanish/bilingual instructional aids, a sequence of milestones within the bilingual access instructional design process, a list of programs to be implemented in a bilingual mode, a sample of bilingual learning aids, and a sample of a VESL lesson. (Author/JEG)

ED 171 317 IR 007 350

Furlong, Frank And Others

Leadership at Leavenworth. AECT Region IX Leadership Workshop, Camp Field, Leavenworth, Washington, July 12, 13, 14, 1978.

Association for Educational Communications and Technology, Washington, D.C.

Pub Date-Jul 78

Note-24p.

Pub Type- Collected Works - Proceedings (021) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication Skills, Decision Making Skills, Games, Group Dynamics, Leadership Qualities, *Leadership Styles, *Leadership Training, *Librarians, *Management Development, *Media Specialists, Professional Associations, *Workshops

Identifiers-Association Educational Communications Technology

This document reports the activities of a leadership workshop attended by 43 persons representing library and media personnel at all educational levels for the states of Washington, Oregon, Alaska, Idaho, and Montana. The purpose of the workshop was to identify individual leadership styles, identify and practice group process skills, review and practice effective communication skills, identify and seek solutions to organizational challenges in state professional organizations, and to apply workshop learnings to practical settings. A three-day schedule for the workshop is presented and the games and activities conducted are explained. Planning tips for conducting a successful workshop are included. (RAO)

ED 171 318 IR 007 351

Loertscher, David And Others
Media Center Program Evaluation Document for Iowa Area Education Agencies.
Iowa State Dept. of Public Instruction, Des Moines.
Pub Date-79
Note-101p.; Hard copy not available due to small type size of the original
Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Assessment, *Evaluation Criteria, *Evaluation Methods, *Instructional Materials Centers, *Library Services, Measurement Techniques, *Program Evaluation, Questionnaires, Summative Evaluation, *User Satisfaction (Information), Use Studies

This evaluation instrument, designed to be used in self evaluation or outside evaluation of intermediate or regional educational unit media services, is based on a philosophy of ``best professional judgment'' supported by collected evidence. Data collection techniques are flexible and results go through several independent judgments before the ``Implications for Decision Makers'' is completed. Separate sections of the instrument deal with Materials Lending Library Services, Professional Library Services, Curriculum Laboratory Services, Production Services, Consultative Services, and Delivery Services. A user survey is suggested to assist in evaluation of these services. In addition to the services directly related to users, the instrument provides for evaluation of administrative services and code compliance. Some collection techniques are suggested, but centers are encouraged to explore other techniques or to consider application of needs assessment-evaluation techniques already in use. The instrument is designed for internal evaluation followed by external evaluation. For the on-site visit, external evaluators are divided into three teams of one or more persons each; one team assumes an advocacy role, one an adversary role, and the third the role of overall evaluator. (Author/RAO)

ED 171 319 IR 007 361

Jobe, Holly And Others
Planning and Producing Slide/Tape Shows.
Northeastern Educational Intermediate Unit, Scranton, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.
Pub Date-78
Note-12p.; Two pages may not reproduce well due to light type in the original
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audiotape Recordings, *Audiovisual Aids, Photography, *Production Techniques, *Program Planning, Projection Equipment, Scripts, *Slides

The rationale for and techniques of producing a slide/tape program are covered in this brief guide. Successful slide programs follow four phases: planning and research, scripting, production, and presentation. Helpful hints for proceeding through these steps are provided and an evaluative checklist for slide/tape presentations is attached. (RAO)

ED 171 320 IR 007 362

Jobe, Holly Cannon, Glenn

Polishing Your Transparencies: Mounting, Masking, Overlays.

Northeastern Educational Intermediate Unit, Scranton, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.

Pub Date-78

Note-11p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Instructional Materials, *Production Techniques, *Transparencies, *Visual Aids

Identifiers-*Overhead Transparencies

This brief guide discusses the mounting of overhead transparencies on frames, the types of mounts, the proper masking for presentation, and the use of overlays. Numerous line drawings provide the reader with a helpful visual reference. (RAO)

ED 171 321 IR 007 364

Burnell, Sally

Principals' Perceptions of Actual and Ideal Roles of the School Media Specialist.

Pub Date-78
Note-22p.; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audiovisual Centers, Demography, *High Schools, *Media Specialists, Performance, *Principals, Questionnaires, *Role Perception, Rural Schools, School Size, *School Surveys, Urban Schools

Two hundred randomly selected high school principals in Iowa participated in a survey to assess their perceptions of the role of the school media specialist. Principals were chosen as the target for the study because of their critical role in the functioning of the media center. The questionnaire instrument collected demographic data about the principals, along with their perceptions of the actual and ideal performance of the media specialist. Findings indicated that the respondents perceived a difference between the actual and ideal performance of the school media specialist. Generally, the principals felt that the school media specialist should participate more as a member of the educational team, be more involved with determining goals for the media program, and apply the principles of research more frequently to the media program. Recommendations are based on needs identified by the study: (1) professional media staffs need to openly recognize and seek to resolve gaps between actual and ideal conditions in their schools, (2) school principals should seek to improve communication within the school, (3) both the new and traditional functions of the school media specialist need to be clarified, and (4) curriculum planners for pre-service school media education should provide programs that recognize and address differences found between rural and urban schools, and large and small schools. A 42-item bibliography and a copy of the questionnaire are attached. (CMV)

ED 171 322 IR 007 305

Jobe, Holly Cannon, Glenn

Producing Learning Activities Packages. Instructor's Manual.

Northeastern Educational Intermediate Unit, Scranton, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.

Pub Date-78

Note-33p.; For related document, see IR 007 335

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiotape Recordings, *Audiovisual Aids, Bulletin Boards, Educational Objectives, Evaluation Methods, *Instructional Media, *Learning Modules, *Material Development, *Production Techniques, Scripts, Slides, Transparencies

This teachers' manual outlines the design, development, and evaluation processes for Learning Activities Packages (LAPS), including mediated learning activities. A lesson plan for the first day's instruction is provided, as well as a 20-item pre-post test. Each LAP has five components: concept, rationale, objectives, preassessment, activities, and evaluation. Each of these components is outlined and guidelines are provided for writing instructional objectives and performing student assessments and course evaluations. Specific activities described are scripting, storyboarding, slide production, lettering techniques, transparency development, laminating, dry press mounting, audiotape production, and display board design and layout. (RAO)

ED 171 323 IR 007 372

Cannon, Glenn Jobe, Holly
Software Maintenance.

Northeastern Educational Intermediate Unit, Scranton, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.
Pub Date-78
Note-10p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audiovisual Aids, *Cleaning, Films, Filmstrips, Magnetic Tapes, *Maintenance, Models, Phonograph Records, Realia, Repair, Slides, *Storage, Transparencies

Proper cleaning and storage of audiovisual aids is outlined in this brief guide. Materials and equipment needed for first line maintenance are listed, as well as maintenance procedures for records, audio and video tape, film, filmstrips, slides, realia, models, prints, graphics, maps, and overhead transparencies. A 15-item quiz on software maintenance is included. (RAO)

ED 171 324 IR 007 378

Park, Ok-Choon Tennyson, Robert D.

Adaptive Design Strategies for Selecting Number and Presentation Order of Examples in Coordinate Concept Acquisition.

Pub Date-Apr 79

Note-29p ; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Computer Assisted Instruction, *Concept Formation, Concept Teaching, *Educational Research, *Educational Strategies, High School Students, *Instructional Design, Mastery Learning, *Sequential Learning, Serial Ordering

A total of 132 volunteer 10th and 11th grade students participated in an experiment to investigate two variables of computer-based adaptive instructional strategies for concept learning. The first variable tested the hypothesis that selection of number of examples according to on-task information is more efficient than selection according to pre-task information or pre-task plus on-task information. Data analysis showed that the on-task information condition needed significantly less instructional time and fewer instructional examples than either of the other two conditions. The second variable contrasted response-sensitive strategy with a response-insensitive strategy to determine the presentation order of examples within rational sets. Results showed that students in the response-sensitive group not only performed better but also needed less on-task learning time and fewer examples than the response-insensitive group. (Author/CMV)

ED 171 325 IR 007 379

McKinley, Kenneth H. Self, Burl E., Jr.

The Application of Computer Technology to the Development of a Native American Planning and Information System.

Pub Date-11 Apr 79

Note-63p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*American Indians, Census Figures, *Computer Oriented Programs, Computer Programs, Delivery Systems, Demography, Educational Planning, *Feasibility Studies, Geographic Distribution, Improvement Programs, *Information Systems, *Research, Reservations (Indian), *Social Planning, Statistical Surveys, Tribes

Identifiers-*Creek (Tribe), Oklahoma, Statistical Package for the Social Sciences, Synagraphic Mapping Program

A study was conducted to determine the feasibility of using the computer-based Synagraphic Mapping Program (SYMAP) and the Statistical Package for the Social Sciences (SPSS) in formulating an efficient and accurate information system which Creek Nation tribal staff could implement and use in planning for more effective and precise delivery of educational and social programs within the geographic confines of the Creek Nation tribal area. An empirical data base of 1,956 parental respondents was drawn in a census survey from a sampling of 1,225 Creek Indian households. Results indicated that through the development and utilization of the Tribal Educational Planning and Information System (TEPIS), tribal planning staffs can cope more effectively with such functions as: coordination of educational projects to insure that they are developed, implemented, and brought to completion; statistical and visual monitoring of educational programs; analysis and evaluation of the impact of educational projects; on-going planning of educational programs; and administration of these functions. An appendix presents the Creek Nation Census Survey Instrument with coding lists. (CMV)

ED 171 326 IR 007 380

Cinutis, Zita h.

CAI As An Adjunct to Teach Basic Skills.

Pub Date-79

Note-12p.; This study was supported in part by the Defense Activity for Non-Traditional Educational Support, Pensacola, FLA

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Basic Skills, *Comparative Analysis, *Computer Assisted Instruction, *Conventional Instruction, Educational Research, English Education, *High School Equivalency Programs, *Language Arts, Mathematics Instruction, *Military Personnel, Supplementary Education, Teaching Methods

Identifiers-PLATO

A study was conducted to determine the instructional effectiveness of supplementary computer assisted instruction (CAI) for high school equivalency training in the military. Thirty-two students in language arts classes and 32 students in mathematics classes were randomly divided into two groups: one receiving traditional instruction and the other traditional instruction supplemented by CAI. Students were Army enlisted personnel, none of whom were high school graduates. A CAI curriculum specifically tailored to the needs of the study was developed from existing lessons in language arts and mathematics available on the University of Illinois PLATO system. Students in the traditional group received instruction concurrently in the same topics as the traditional with CAI group. On all measures, scores for students in the traditional with CAI group were higher than for students in the traditional only group. The research indicated that CAI can successfully be implemented at an Army education center for use with students in the lower abilities range. (CMV)

ED 171 327 IR 007 381

Braby, Richard

Computer-Aided Authoring of Instructional Materials. Technical Note 2-79.

Pub Date-Apr 79

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); For related documents, see ED 162 659-660

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cost Effectiveness, *Instructional Materials, *Material Development, *Programing Languages, *Symbolic Learning

Identifiers-*Authoring Languages

A computer-aided authoring technique for generating symbol learning materials is described in which a human author enters information about a set of symbols into a data base and a computer routine merges the contents of the data base with generic formats and automatically organizes and prints a complete learning package. Three key issues discussed are (1) the training effectiveness of computer-authored training materials; (2) the cost-effectiveness of authoring materials in this manner; and (3) what can be reasonably expected from computer authoring currently value lies in authoring materials with high levels of redundancy. (Author/CMV)

ED 171 328 IR 007 392

Simutis, Zita M. And Others

An Empirical Validation of the Effectiveness of a Computerized Game to Teach Troubleshooting.

Pub Date-76

Note-15p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Analysis of Variance, Comparative Analysis, *Computer Assisted Instruction, *Educational Games, *Educational Research, *Electronic Technicians, *Intermode Differences, Logical Thinking, Military Training, Simulation

Identifiers-PLATO IV, *Troubleshooting

Forty-two enlisted men and women with no prior knowledge about electronics maintenance or logic diagrams participated in research designed to collect preliminary data on the training effectiveness of a problem solving computerized game for teaching electronics maintenance. Two games available on the University of Illinois PLATO Computer-Based Education System, a logic game and a game of chance, were modified for use in the experiment. Using a transfer of training paradigm three groups of subjects received one of the following treatments: instruction and practice in interpreting logic circuit diagrams, played a game of chance, or played a logic-based game. All subjects then received instruction and practice in interpreting logic circuit diagrams, or additional practice. Finally, all subjects were tested on their ability to interpret logic circuit diagrams. Results indicated that under certain conditions, limited practice in reading logic circuit diagrams when combined with playing a logic game is as effective as spending the same amount of time in practicing reading a more extensive set of diagrams. However, this is not the case when the limited practice is combined with playing a game of chance. (CMV)

ED 171 329 IR 007 216

Simonson, Michael R., Ed. Grammer, Bobbie, Ed.

Proceedings of Selected Research Paper Presentations at the 1979 Convention of the Association for Educational Communications and Technology.

Association for Educational Communications and Technology, Washington, D.C.

Pub Date-Mar 79

Note-738p.; Papers presented at the Research and Theory Division of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979) ; Best copy available

Pub Type- Collected Works - Proceedings (021) - Speeches/Meeting Papers (150)

EDRS Price - MF04/PC30 Plus Postage.

Descriptors-*Audiovisual Instruction, Educational Objectives, *Educational Research, *Educational Technology, Evaluation, *Instructional Media, Learning Characteristics, Measurement, *Media Research, Teaching Methods

Identifiers-Association Educational Communications Technology, *Educational Design

This collection of 32 research papers presented to the Research and Theory Division at the 1979 convention of the Association for Educational Communications and Technology represents some of the most current thinking in the educational communications and technology field. While each paper was intended to stand alone, they have been grouped in five general categories for ease of use: (1) research reviews, reports, and theoretical discussion; (2) learner characteristics and presentation organization research; (3) media characteristics research; (4) measurement and assessment techniques; and (5) project reports and evaluations. The addresses of the authors are provided for readers who may wish to question them concerning their ideas, methods, or conclusions. This is the first year that the Research and Theory Division has collected selected research papers from these presentations for publication as a proceedings; a list of division officers and board members is included. (Author/RAO)

ED 171 330 JC 790 176

Hadley, Ollie B. Andrews, James

A Study of Leadership Styles of Administrators at Los Angeles Southwest College.

Pub Date-Sep 78

Note-44p.; Ed.D. Practicum, Nova University

Pub Type- Dissertations/Theses (040) - Reports - Research (143) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Attitudes, Administrator Background, *Administrator Characteristics, Age, Authoritarianism, Community Colleges, Educational Objectives, Females, Individual Power, *Junior Colleges, *Leadership Styles, Locus of Control, Males, Marital Status, *Psychological Characteristics, School Surveys

All nine administrators at Los Angeles Southwest College (LASC) were surveyed to determine their political, social, and psychological background. Three separate instruments focused on leadership style, need for authority, and locus of control. Comparisons were made to determine the extent to which leadership styles were similar and to discover what intellectual processes were used in decision-making. The study revealed that eight of the nine administrators were male; the average age was 55.4 years old; all nine had prior college teaching experience; all were married with children; seven held doctoral degrees; and all had extensive community service records. Survey responses indicated that: administrators' goals for LASC were restatements of their educational philosophy concerning community colleges; they felt they should be involved in college operations as much as possible; seven favored in-service staff development programs; they were unequivocally opposed to faculty participation in major decisions; and they showed little agreement as to order of priorities for LASC. The data also demonstrated that the administrators generally had a strong need for power, had an authoritarian personality, had an internal locus of control, and had cognitive processes based upon personal ideology. A literature review provides background on administrator characteristics and leadership, and the survey instruments are appended. (Author/AYC)

Richter, Winston

General Education Natural Science for a Changing Society: Quo Vadimus?

Pub Date-78
Note-22p.; Graduate seminar paper, University of Florida
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, *Educational Objectives, Educational Philosophy, *Futures (of Society), *General Education, Humanistic Education, Individual Development, *Junior Colleges, *Natural Sciences, Prediction, Science Education, Social Change, *Social Values

Concern for the education of whole persons is not new in American higher education, but recent authors have expressed a new urgency for a return to a common core curriculum for general education. One model can be seen in the Miami-Dade General Education program, another in the human-value-orientation of Walter Lippincott, which is particularly relevant to the natural sciences component. Many authors point to the relationship between social needs and the type of curriculum and instruction that science educators are called upon to provide; future theorists attempt to provide a framework of predictions upon which planning to meet natural sciences educational needs can be based. From these predictions, five philosophical recommendations for natural sciences courses can be made: (1) a cross section of the diverse student population should make up each class; (2) class goals should include development of scientific literacy and the ability to analyze, understand, and integrate social issues; (3) the world should be presented as a system of integrated, interdependent subsystems, and emphasis should be placed on coping with rapid change and knowledge explosion; (4) the learning environment should subsume the entire community; and (5) students should develop skill in interpreting the labor market. The idea that a general education natural science course should address societal issues is not new; cogent arguments have been forwarded both for and against it. (AYC)

ED 171 332 JC 790 205

Palow, William P.

Assessment and Placement of Students in Mathematics.

Pub Date-78

Note-8p.; Paper presented to the American Chemical Society Two-Year College Section Conference (60th)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Style, College Mathematics, Community Colleges, *Computer Managed Instruction, Computer Oriented Programs, Individualized Instruction, *Junior Colleges, *Learning Laboratories, Mastery Learning, *Mathematics Instruction, *Performance Based Education, Student Placement, *Student Testing

Identifiers-Miami Dade Community Coll FL

The assessment and placement system used in the Mathematics Learning Center of the New World Center campus of Miami-Dade Community College uses two test inventories: (1) a multiple choice mathematics test geared to the course which the student wants to pursue; and (2) the Canfield-Lafferty Learning Styles Inventory designed to determine an individual's preferred way of learning. The system tries to best fit the student's professed learning style and an available mode of instruction for the four courses: arithmetic, introductory algebra, intermediate algebra, and trigonometry. Four modes of instruction are available for each course, and a computer assigns students to one of these modes on the basis of the test results: audio-tutorial materials, programmed materials, tape/slide materials, and work-texts combined with video or audio tapes. Each course is divided into 12 units. The student is required to take a test after each unit and a comprehensive final examination. All exams are multiple choice so that they can be scored by computer. A student must meet criteria on each of the unit tests before going on to the next unit. If after taking the unit test twice, the student is still not successful, he/she is assigned to a tutor until mastery is demonstrated. Learning and evaluation are computer-managed using the college's Response System with Variable Prescription. The system is currently being evaluated. (AYC)

ED 171 333 JC 790 210

Palow, William P.

The Mathematics Learning Center at the New World Campus of Miami-Dade Community College: Evaluation and Status Report.

Miami-Dade Community Coll., Fla. Office of Institutional Research.
Pub Date-78
Note-27p.
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Attendance Patterns, College Mathematics, Community Colleges, *Computer Managed Instruction, Enrollment, Ethnic Groups, *Independent Study, *Individualized Instruction, *Junior Colleges, *Learning Laboratories, *Mathematics Instruction, Performance Based Education, Programed Instruction, Program Evaluation, Student Placement

The Mathematics Learning Center provides materials and assistance to students in courses from Arithmetic through Calculus and Differential Equations. One component of the program is the Directed Independent Study (DIS) program which provides an alternative to classroom instruction in Arithmetic, Introduction to Algebra, College Algebra, and Trigonometry. After a testing procedure to determine course of study and preferable learning mode, students are guided by a computer through a

program consisting of 12 performance-based units of instruction. Success rate for DIS students during the 1974-75 academic year was about 40%; it rose to 50% for the 1975-76 academic year and continued rising until 1977-78 when a Tutorial Study Lab was added and the success rate dropped. The number of students involved in the program rose from seven to 44 by 1977-78. Another increase was found in the number of student visits or contacts, computed daily, weekly, and monthly. Students showed a clear preference for individual tutoring, however, attempts have been made to limit tutoring and increase usage of less popular modes of instruction. Though there was a slightly higher percentage of minorities attending the Center than in the total student population, the profile of DIS students is fairly well representative of the student body. (MB)

Cohen, Arthur M., Ed.

Shaping the Curriculum. New Directions for Community Colleges, Number 25.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Note-125p.

Available from-Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco, California 94104 ($5.95)

Journal Cit-New Directions for Community Colleges; v7 n1 Spr 1979

Pub Type- Collected Works - Serials (022) - Opinion Papers (120) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Change Strategies, *College Curriculum, Community Colleges, Curriculum Design, *Curriculum Development, Curriculum Evaluation, *Curriculum Planning, Educational Objectives, Evaluation Methods, *General Education, *Junior Colleges, Needs Assessment, Vocational Education

Identifiers-Information Analysis Products

Members of the Council of Universities and Colleges present recommendations and practical strategies in the area of curriculum development in this monograph. Louis Bender discusses strategies for curriculum revision. James Wattenbarger and Sandra Scaggs relate organization theory to the process of curriculum change. Raymond Schultz and Carl Webb offer a curriculum evaluation model. Paul Starnes and Fred Wellman recount ways in which the various state agencies influence curricula. Several authors discuss the process of curriculum formation in the context of specific programs. Richard Richardson, Jr., Mike Svaco, and Stewart Rooth present a case study in career education. Sig Rislov shows how the community college president should talk with industrial leaders in order to better shape curriculum. Richard Rinehart describes the process of defining goals. Other authors consider ways of formulating plans for general education. James Hammons presents the results of a survey asking deans how they perceive general education. Walter Hunter offers arguments in favor of a competency-based general education program. Al Smith and Janette Martin argue for developing the integrated teaching of values. Arthur Cohen discusses issues in curriculum formation for the 1980's. Andrew Hill contributes an annotated bibliography. (Author)

ED 171 335 JC 790 298

Rinck, Lorna Lee

A Comparative Study of Students Active and Inactive in Extracurricular Activities While Enrolled in Second Year Associate Degree Programs on the Kenosha and Racine Campuses of Gateway Technical Institute, Kenosha, Wisconsin.

Pub Date-May 79

Note-133p.; Graduate Field Study Report, University of Wisconsin-Stout; Tables 4-6 and related notes renovated for clearer reproducibility

Pub Type- Dissertations/Theses (040) - Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Athletics, Clubs, *Cocurricular Activities, Community Colleges, Females, Grade Point Average, Junior Colleges, *Junior College Students, Males, School Surveys, *Student Attitudes, *Student Characteristics, Student Organizations, *Student Participation

Students at Gateway Technical Institute were surveyed to determine their attitudes toward extracurricular activities, e.g., campus activities, advisors and sponsors, the effect of outside forces on school activities, extended athletic participation by girls in interscholastic sports, administration and faculty, and leadership development. The study also sought to determine if participation affected grade point average (GPA) and to identify factors affecting participation, focusing on sex, age, commuting distance, family and work responsibilities, financial support, student activities in and size of high school attended, physical disabilities, and improvement of extracurricular activities. A response rate of 99% was obtained from a paired sample of 102 students; 50 respondents were active in clubs and 50 were inactive. Active groups were found to have more positive attitudes toward extracurricular activities, as were males. Results indicated no significant difference in GPA between active and inactive students nor between males and females. It was found that age, combined work responsibilities and full-time enrollment, and physical disabilities were not significant in determining differences in activity participation. Increased commuting distance; marital status; and high school activities, size, and leadership experiences did affect participation. A literature review and the questionnaire are included. (Author/MB)

ED 171 336 JC 790 313

Donsky, Aaron And Others

Telecourses: A Nonconventional Approach to Education.
Lakeland Community Coll., Mentor, Ohio.
Pub Date-May 79
Note-27p.; Tables and an ERIC bibliography have been deleted due to irreproducibility; however, ERIC Document numbers are included
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Age, *Business Education, Community Colleges, Day Students, Delivery Systems, Educational Television, Enrollment Influences, Evening Students, *Junior Colleges, *Participant Satisfaction, *Student Characteristics, *Telecourses
Identifiers-Student Objectives

The same introductory business course was presented by Lakeland Community College as a telecourse, broadcast during the day and evening; as a day course on campus; and as an evening course off campus. Students in all three classes were surveyed to determine their characteristics and attitudes toward the course. Telecourse students were overwhelmingly supportive of the format, preferring it to traditional course design. With regard to their characteristics, telecourse students were more similar to part-time evening students than to full-time day students, though they tended to be older than either of the other groups. Compared to day students, a lower percentage of telecourse students were taking an additional course, a higher percentage were employed full-time, and a much higher percentage were less than full-time students. Evidence indicated that if the telecourse had not been offered, telecourse students, who stressed the convenience of the format, would not have taken the evening course at Lakeland. More telecourse students felt that they had learned a lot from their course than did the other students, and more indicated that they would recommend the course to a friend. The students in all groups indicated that they had expended the same amount of effort in the course. As a whole, the telecourse group had a higher class grade point average and scored higher on the tests than the other groups. The questionnaire is appended. (MB)

ED 171 337 JC 790 329

Lyon, Robert

Obtaining Your License: Careers in Real Estate.

Texas A and M Univ., College Station. Texas Real Estate Research Center.
Report No.-E-679-5C-182
Pub Date-Jun 79
Note-33p.
Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Certification, Courses, *Postsecondary Education, *Real Estate, *Real Estate Occupations, Sales Occupations, State Licensing Boards, *State Standards
Identifiers-*Texas

Two steps are required to obtain a real estate salesperson's license in Texas: (1) selecting a broker to serve as an advisor, and (2) meeting personal requirements (at least 18 years old, a Texas resident, completion of a minimum of 12 semester hours of real estate and related courses, application, acceptable score on state exam, and payment of fees). Obtaining a broker's license requires holding a salesperson's license for two years, completion of 15 semester hours of real estate courses, application, and a satisfactory score on the exam. The Real Estate License Act of 1975 calls for incremental increases in the educational requirements for both positions through 1985. The Texas Real Estate Commission (TREC) has established guidelines to determine which non-real estate courses and subject areas can be applied to the educational requirements. During 1975-76, 83 postsecondary institutions (44 community colleges and 39 senior colleges) and 15 proprietary schools offered real estate courses in 24 planning regions in Texas these courses were attended by 48,433 people. These institutions and the courses they offer in areas such as principles of real estate, finance, investment, property management, and marketing are listed. Additionally, the information on TREC and the salesperson examination locations are provided. (AYC)

ED 171 338 JC 790 332

Selman, Mary

English as a Second Language for Adults. Discussion Paper 04/79.

British Columbia Dept. of Education, Victoria.
Pub Date-Feb 79
Note-56p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Access to Education, *Adult Education, Ancillary Services, Curriculum Development, *English (Second Language), Financial Support, Immigrants, Needs Assessment, *Non English Speaking, Outreach Programs, Postsecondary Education, Second Language Learning, Teacher Education
Identifiers-*British Columbia

Because of a growing community of non-English speakers in British Columbia, there is an urgent need for effective teaching programs in English as a Second Language (ESL). Non-English speakers frequently face educational deprivation, difficulty in using their skills and in finding employment, dependency on government assistance, and, if children, disadvantages in entering the school system. ESL services have been provided on an ad hoc basis. ESL services should be expanded and equitably distributed to meet identified needs. Each institution that offers ESL programs should have a core of full-time, trained instructors. Pre- and in-service training including adult education and community practice should be available for teachers in the public and private sectors. A special ESL curriculum should address individualized instruction and independent learners. Outreach programs such as industrial English and Open Learning Institute distance programs should be developed to improve access. A central resource center should provide for the development and exchange of information and materials, and for pre- and in-service training. Funds should be provided to meet the full costs of adult ESL programs in colleges and school districts, including costs of identifying needs, developing programs and curricula, instruction, assessment, support services, and evaluation. Discussions and data related to specific recommendations in these areas are provided. (Author/AYC)

ED 171 339 JC 790 334

Hartnett, Carolyn G.

Writing Competence from Objectives.

Spons Agency-Advanced Institutional Development Program Two-Year College Consortium.
Pub Date Apr 79
Note-85p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Cognitive Style, College Curriculum, Community Colleges, Composition Skills (Literary), Educational Objectives, Educational Psychology, *English Instruction, *Junior Colleges, Learning Theories, Performance Based Education, *Writing, Writing Exercises, *Writing Skills

By means of an extensive literature review, this paper attempts to determine what should be taught in a community college writing program with a diversity of students in a sequence of developmental and transfer English courses. The existence of a laboratory and separate reading courses is assumed. The paper begins by citing studies of the appropriateness of behavioral psychology and objectives, cognitive psychology, and developmental psychology to teaching writing. Next, the social value of writing is considered to place into context an attempt to define writing competence. Components of a writing program that would help students gain this competence are suggested. Subsequently, more specific questions are addressed relative to who the students are, how they learn, and what and how they should be taught. Although techniques are not presented, except as examples, experiential assignments are favored as motivators of thinking and communication; and a performance-based modular plan is suggested and its practical applications discussed. A section is devoted to comparing error analysis and presentation of grammar as teaching methods, which concludes that error analysis is more likely to lead to good writing. Finally, the process of teaching writing is examined. A bibliography is included. (Author/MB)

ED 171 340 JC 790 335

Colorado Community Junior College FY 1979-80 Budget Digest.

Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date-Dec 78

Note-90p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Budgeting, *Budgets, Capital Outlay (for Fixed Assets), Community Colleges, Costs, *Educational Finance, *Educational Objectives, Enrollment, Expenditures, Full State Funding, *Junior Colleges, Operating Expenses, Retrenchment, Salaries, School District Spending, *Statewide Planning, Tuition

Identifiers-*Colorado

Summary budget data are presented for Colorado's Community College Division and the state's two-year colleges. After an introductory section, the goals and objectives of the community college section are outlined in terms of student access, quality of instruction, response to community needs, and accountability; and emerging issues, such as inflationary increases, a functional illiteracy problem, and the women's movement, are discussed. The third section presents current and requested operating levels and describes the results of a reassessment of the Division's operations, goals, and objectives necessitated by budget curtailments in 1976-77. The fourth section describes increases in grants to local district colleges based on enrollment increases and auditing. Next, systemwide priorities and procedures for institutional funding requests are considered with regard to tuition, indirect cost recoveries, and special purpose programs; and expenditures are reported for formula budgeting/resident instruction professional staff, exempt staff compensation, hourly staff compensation, other staff requirements, travel, learning materials, utilities, capital outlay, and small college formula budgeting. Following a composite picture of the 1979-80 operating budget request documents, synopses of the requests, priorities, and policy issues of each of the state's seven two-year colleges are presented. An appendix contains a brief historical review. (AYC)

ED 171 341 JC 790 337

American Association of Community and Junior Colleges, Washington, D.C.
Pub Date-May 79
Note-26p.
Available from-American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Students, *College Administration, *College Faculty, Community Colleges, Continuous Learning, *Enrollment Influences, *Financial Support, General Education, Governance, *Junior Colleges, *Junior College Students, National Surveys, Student Characteristics, Student Financial Aid, Teacher Characteristics, Tuition, Vocational Education
Identifiers-American Association of Community and Junior Colls

The characteristics of two-year colleges and trends in community college education are summarized in this series of fact sheets. The first of these presents a nationwide overview of the number and types of institutions; full- and part-time enrollments; selected student, faculty, and administrator characteristics; tuition and fees; and types of programs. Subsequent fact sheets provide greater detail for the following topics: (1) enrollment trends for 1960 to 1978 and projections; (2) enrollment trends in vocational/occupational/technical programs, transfer/liberal arts/college parallel programs and community education and special interest programs; (3) changing patterns of student characteristics; (4) results of follow-up studies of community college graduates who transferred or sought employment; (5) characteristics and numbers of adult lifelong learners; (6) tuition and financial aid; (7) activities and characteristics of full- and part-time faculty; (8) administrator characteristics and governance patterns; (9) methods of financing community colleges; and (10) programs in progress at the American Association of Community and Junior Colleges. References and sources of information are provided for each category. (MB)

ED 171 342 JC 790 338

Tollefson, Terrence A.

Proposed State Board Standards for Community College Educational Programs Leading to Associate Degrees and Certificates.

Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date-1 Sep 78

Note-11p.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Articulation (Program), *Associate Degrees, Community Colleges, *Degree Requirements, *General Education, *Junior Colleges, *State Standards, Transfer Policy, Vocational Education

Identifiers-*Colorado

A study of degree/certificate standards of community colleges in 29 states showed wide variations in standards, but also many similarities for three principal associate degrees associate of arts (A.A.), associate of science (A.S.), and associate of applied science (A.A.S.). These three degrees, plus an associate of general studies (A.G.S.) and an associate of occupational studies (A.O.S.) degree, and certificates for students completing programs not leading to an associate degree were recommended, with content requirements, for approval by the Colorado State Board for Community Colleges. The proposals and the designations and standards that were actually adopted by the Board are provided in this document, which also presents a definition and rationale for general education. According to these standards, A.A. and A.S. programs require 45 quarter hours of general education credit and are intended exclusively for transfer to baccalaureate programs; A.A.S. programs require 18 hours of general education credit and are intended exclusively to prepare students to enter full-time skilled and/or paraprofessional occupations; A.G.S. programs require 24 hours of general education credit, and that each student develop and meet objectives; and A.O.S. programs require 90 quarter credit hours and standards require that each program offer adequate preparation for job entry. (AYC)

ED 171 343 JC 790 341

Articulation.

Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.
Pub Date-May 79
Note-59p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Age, *Articulation (Program), College Choice, College Credits, College Majors, Ethnic Groups, Females, Grade Point Average, Junior College Students, Males, *Postsecondary Education, *State Universities, Transfers, *Transfer Students
Identifiers-*Florida

Data tables summarize statistics on community college transfer students attending the nine Florida state universities during 1976 through 1978. Data indicate that the number of transfers increased from 1976 to 1977, but decreased from 1977 to 1978. Males typically outnumbered females. Racial distribution remained relatively stable, though the percentages of Blacks and Hispanics steadily increased and the percentages of Whites slightly decreased. The mean age of transfers remained stable over the three-year period; however, the percentage of transfers under 31 in 1976 dropped from 88.4 percent to 86 percent in 1977. The greatest percentage of students (44.9 percent in 1976 and 42.7 percent in 1978) were in their first year of study. The largest group each year transferred after earning 90 quarter hours at the community college, utilizing the community colleges extensively to complete lower division course work. Most students transferred to the university nearest their community college and, while there, most (85.2 percent to 90.3 percent) earned a grade point average (GPA) of 2.0 or higher. Additional tables present the number of hours earned toward a degree at the community college and at the university and GPA data for various subgroups those transferring before or after earning 90 quarter hours, those from each campus, those with different majors over the three-year period. (AYC)

ED 171 344 JC 790 342

Moore, Claude S. Griffin, Bennie L.

Analysis of Teaching Techniques: Individualized Instruction-Programmed Instruction vs. Programmed Instruction Supplemented by Video Tape Presentations.

Pub Date-May 77

Note-68p.; Graduate seminar paper, Virginia Polytechnic Institute and State University

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement, Algebra, Autoinstructional Aids, Community Colleges, *Junior Colleges, *Mathematics Instruction, *Programed Instruction, Remedial Mathematics, Student Opinion, *Teaching Methods, *Videotape Recordings

To determine the effects of videotape supplements to the programmed instruction used in developmental mathematics at Danville Community College (Virginia), videotapes and supplements (study time record, instructions, flow chart, prefatory information, index of tapes, objectives, exercises, and summary) were produced for four units of Algebra I. Three groups of students were randomly chosen: (1) the control group used programmed texts and received instructor and peer assistance during class; (2) an experimental group used programmed texts supplemented by videotapes; and (3) a non-control group used programmed texts, received instructor and peer assistance, and used the tapes if they desired. Course grades, unit test scores, and scores on the Mathematics Opinionnaire, which measured enjoyment, motivation, importance and fear, were used to evaluate student achievement. The study revealed that: the performance of students who previously studied algebra was superior; there was no significant difference in the effects of different treatments; there was no significant difference between mean changes in opinion toward math among the groups, though the overall change in opinion of the experimental group was positive and that of the control and non-control groups negative. A videotape supplement, Integers & Equations Having Integers as Solutions,'' and a bibliography are included. (AYC)

Gilbert, Fontelle, Ed.

Minorities and Community Colleges: Data and Discourse.

American Association of Community and Junior Colleges, Washington, D.C.
Spons Agency-Rockefeller Foundation, New York, N.Y.
Pub Date-79
Note-29p.
Available from-American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036 ($7.50)
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indians, Black Students, Community Colleges, Cultural Factors, Developmental Programs, Educational Needs, *Enrollment Trends, Ethnic Groups, *Junior Colleges, *Junior College Students, *Minority Groups, Minority Group Teachers, National Surveys, Open Enrollment, *Racial Balance, Spanish Speaking, *Tables (Data)

The purpose of this report is to provide insight into the accomplishments of community colleges in serving minority populations. Observations are drawn from the literature in relation to open admissions, the extent to which minority educational needs are met, actions that would help community college programs benefit the individual and the institution, the importance of cultural awareness, and the elements leading to minority student success. Additionally, data are presented which indicate the following: two-year colleges have shown strong growth in minority enrollments, offering opportunities for study to minorities to a greater extent than postsecondary education as a whole; and there has been a marked increase in minority employment in two-year colleges, though a substantial gap remains between minority enrollment and employment. The first of a series of commentaries is by Shirley Chisholm, who addresses the importance of community colleges for Blacks. Next, Mildred Bell describes an evolving developmental studies program; Wallace Galluzzi explores the way in which Haskell Indian Junior College (Kansas) serves the special needs of Indian students; Donald Godbold discusses the efficacy of community colleges for minorities; Hattie Jackson examines the past and future relationship of minorities and the two-year college; and Helen McLean considers definitions of minorities, barriers to postsecondary education, and program evaluation. (AYC)

ED 171 346 JC 790 344

Equal Access-Equal Opportunity Data for Florida Community Colleges: Fall 1977 and Fall 1978.

Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.
Pub Date-May 79
Note-95p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Black Students, Caucasian Students, Community Colleges, *Employment Trends, *Enrollment Trends, *Females, *Junior Colleges
Identifiers-*Florida

Tables present 1977 and 1978 data, collected by the Department of Health, Education, and Welfare, that trace the progress of Blacks and other minorities in Florida community colleges. Tables 1 through 3D describe student enrollment in terms of college-level headcount as of the end of the drop/add period, recent high school graduates, and acceptance rate (virtually 100% for all races, though the enrollment rate dropped considerably for all races). Tables 4A and 4B summarize financial aid distribution, while 5A, 5B, 6A, and 6B indicate distribution by race and categories of aid. Tables 7 through 13B present data on associate of arts, associate of science, and associate of applied science degrees, technical certificates, certificates of applied science, and certificates of training; and on the students who earned them. The remaining tables, 14 through 24B, present various data on employees of Florida community colleges, emphasizing minorities and females as percentages of the total; breaking down the information by race, sex, type of employment, length of contract, and whether full-time or part-time; displaying figures for full-time executive, administrative, and managerial employees, for full-time instructional employees, and for all other professional full-time employees; and providing similar information for part-time employees. (AYC)

ED 171 347 JC 790 349

Evening Students Community Colleges, Fall 1978.

Hawaii Univ., Honolulu. Community Coll. System.
Report No.-CC-IRP-122
Pub Date-Jun 79
Note-13p.; Best copy available
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age, College Majors, Community Colleges, Day Students, Demography, Enrollment, *Enrollment Trends, Evening Classes, *Evening Students, Females, General Education, Junior Colleges, *Junior College Students, Males, *Part Time Students, *Student Characteristics, Vocational Education
Identifiers-*Hawaii, Student Objectives

Selected characteristics of evening students in Hawaii's seven community colleges are compared with those of students enrolled only in day classes and those of students enrolled in day and evening classes. Evening students composed 28% (N 6,004) of the total enrollment; 16% of the total enrollment (N 3,419) attended only evening classes, 12% (N 2,585) attended some day classes. The students in the three groups were similar in that the majority were male, most were continuing, most were seeking a degree or certificate, and almost all were Hawaii residents. However, the evening-only group contained a greater percentage of students not seeking a degree or certificate, fewer vocational majors, a larger proportion of part-time students (91%), older students (six to eight years older than the other groups), and more married students. Overall, the data indicate little change from previous semesters in terms of distribution of students by time of attendance and student characteristics. However, compared to Fall 1976, there were fewer evening classes (459 vs. 466), registrations (10,968 vs. 12,153), and student semester hours (30,458 vs. 34,644). Tabular data are appended, comparing the evening-only group to the other groups by the selected characteristics for each college and for the system as a whole. (DJD)

ED 171 348 JC 790 352

St. John, Edward P.

MIS Development in Higher Education: A Framework for Systems Planning.

Pub Date-May 79

Note-27p.; Paper presented at the Annual Conference of the Association of Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Computer Oriented Programs, Data Processing, Educational Planning, Information Processing, Information Utilization, Institutional Research, *Management Information Systems, *Management Systems, *Models, Needs Assessment, Postsecondary Education, School Surveys, *State Surveys, Systems Analysis, Systems Concepts

Identifiers-Missouri

An institutional management systems development study examined the Management Information Systems (MIS) needs of 23 public institutions of higher education in Missouri. The result was a model framework for other institutions to develop MIS appropriate to their needs. One of five distinct structural development phases could be related to all Missouri colleges and universities; these provided the basis for determining MIS needs of each group of institutions examined. In this study report, Table I outlines a general MIS model with each of the five phases of an intervention model matrixed for planning, management, evaluation, and inquiring systems. Table II presents four possible indicators of structural development which can be used to predict developmental phases. Table III summarizes the results of an MIS development survey in Missouri's 23 institutions including (1) the applicability of MIS systems; (2) appropriate computer environment; (3) MIS development priorities; (4) factors limiting MIS implementation; and (5) factors encouraging MIS information. Each aspect of the tables is discussed. The results of this analysis suggest that a differentiated approach to the task of MIS development is needed in higher education and that systems design should be considered within the context of the overall management needs of an institution. (RC)

ED 171 349 JC 790 353

Rosen, Arnold

Proposed Outline for a One-Year Certificate Program in Word Processing.

Nassau Community Coll., Garden City, N.Y.
Pub Date-Sep 78
Note-10p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Business Education, Clerical Occupations, Community Colleges, *Job Training, *Junior Colleges, Letters (Correspondence), Office Occupations, *Secretaries, Simulated Environment, Typewriting
Identifiers-*Word Processing

Two courses, Word Processing Concepts and Word Processing Workshop, are described as part of a proposed outline for a one-year certificate program in word processing (WP) to be offered at Nassau Community College. The other courses in the program are: first semester intermediate typing, introduction to business, data processing, and English composition; and second semester advanced typing, business communications, machine transcription, and administrative management. For each course a catalog description, general and specific objectives, a course outline, supplementary sources and projects, and method of student evaluation are provided. Word Processing Concepts endeavors to study administrative support concepts in the organization, operation, and control of office functions, placing special emphasis on the secretary's dual role as an administrative assistant and as a correspondence secretary. Topics covered in the course include: current office practices, feasibility of word processing, organization and structure of a WP installation, equipment, reprographics, personnel, psychological implications, measurement and control, and word processing of the future. The Word Processing Workshop studies the applied use of WP procedures and equipment (automated typewriting equipment) in a simulated WP office environment, covering the total work flow of office communications. (AYC)

ED 171 350 JC 790 354

California Community College Students Who Transfer. A Continuation of Through the Open Door: A Study of Patterns of Enrollment and Performance in California's Community Colleges.

California State Postsecondary Education Commission, Sacramento.
Pub Date-14 May 79
Note-50p.; For related documents see ED 086 286-287 and 121 393-394
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Age, Articulation (Program), College Admission, College Credits, College Majors, Comparative Analysis, Females, Followup Studies, Grade Point Average, *Junior College Students, Longitudinal Studies, Males, Persistence, *Postsecondary Education, Racial Distribution, *State Colleges, State Surveys, State Universities, *Student Characteristics, Student Mobility, Transfer Policy, *Transfer Students
Identifiers-California

A major longitudinal study of California community college students involved following a sample of 35,000 students for three and one-half years. Near the end of the study, enrollment and performance data for students who transferred to the University of California and the California State University and Colleges were collated through 1978. The transfer study focused on: (1) student characteristics (sex, age, ethnic status, admissions and final enrollment status, and college majors); (2) performance in the community college measured in terms of persistence, credits earned, and grade point average (GPA); and (3) performance at the senior institution measured by advanced standing credit, GPA, persistence and graduation rates, and major. Findings indicate that the overall, gross transfer rate was less than 15%. Of the transfers, 58% were men, 73% were under the age of 20 when first enrolled, at least 63% were not from an ethnic minority group, and most came from the more traditional persisting groups of community college students. While 53% of the transfers had GPA's of 3.0 or better before transfer, about 40% of the State University transfers maintained equivalent GPA's. The California community colleges seem to have become bifurcated institutions: traditional two-year colleges with programs leading to degrees for transfer, and postsecondary institutions for older, part-time students with different objectives. (RC)

ED 171 351 JC 790 355

Leach, Ernest R.
Data-Based Marketing.
Pub Date-28 Apr 79
Note-14p.; Paper presented at the National Council for Research and Planning Workshop (Chicago, Illinois, April 27-28, 1979)
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, Community Surveys, Cost Effectiveness, Dropouts, *Enrollment Influences, Evaluation Criteria, Information Dissemination, *Junior Colleges, *Marketing, *Publicize, Public Relations, *School Holding Power, *Student Recruitment
Identifiers-Prince Georges Community College MD

The discipline of marketing, applied to higher education, has the potential for increasing enrollments, reducing attrition, and making college services more responsive to the needs of consumers. Faced with enrollments that were below projections, Prince George's Community College devised a four-stage marketing plan that focused on service, promotion, delivery, and evaluation. The service stage included an assessment of the educational needs of the community; of prospective student markets, such as high school seniors, re-entry women, and mid-life career changers; and cf currently enrolled students. The promotion stage sought to provide prospective students with adequate information about educational programs and expected outcomes from program completion. Activities included: special telephone lines for registration information, information centers in shopping malls and libraries, and contacting city mayors and county churches. Each of these activities was evaluated in terms of costs and resulting enrollments. The delivery stage was also evaluated with regard to between-term and within-term attrition two indices which provide a potent catalyst for re-examination of the appropriateness of programs, courses, schedules, and teaching techniques. The success of the marketing process can be seen in an enrollment increase of 15 percent in student headcount and 12 percent in credit hours. (AYC)

ED 171 352 JC 790 356

Leach, Ernest R.

Accountability Systems for Student Development Programs and Personnel.

Pub Date-24 Apr 79

Note-39p.; Paper presented at the Conference on Student Development: Delivery Systems and Program Evaluation (Youngwood, Pennsylvania, April 24, 1979). Appendix E has been deleted due to irreproducibility

Pub Type- Reports - Descriptive (141) Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Colleges, *Educational Accountability, Educational Needs, *Educational Objectives, Evaluation Criteria, *Evaluation Methods, Human Development, *Junior Colleges, *Management Systems, *Needs Assessment, Personnel Needs, Program Evaluation, Resource Allocations, Staff Improvement, Teacher Evaluation

Identifiers-Prince Georges Community College MD

As a response to demands for educational accountability, a contingency contracting model was developed at Prince George's Community College (Maryland). This human process-oriented system of accountability contains both planning and evaluation processes. The planning processes include development of goals and objectives based on assessment of the needs of the community, students, staff, and the institution; definition of functions to achieve those objectives; projection of staffing requirements to support functions; identification of available staff resources; and assignment of resources in accordance with staff preferences and functional requirements. The evaluation process is perceived as a shared human and professional commitment to help each staff member reach his or her maximum potential and as a strategy for insuring the delivery of responsive human services. It includes: (1) program evaluation measuring activity and impact against established institutional goals; (2) personnel evaluation based upon objectives agreed upon by administrators and staff; (3) periodic assessment of progress toward objectives; (4) diagnosis and prescription; (5) time for improvement; and (6) growth orientation. The use of evaluation information in the assessment of college and community needs completes the planning cycle. Appendices include graphs, tables, and other materials illustrating the process. (AYC)

ED 171 353 JC 790 357

Gold, Ben K.

An Analysis of A.A. Degrees Awarded at Los Angeles City College, 1964-1978. Research Study Number 79-9.

Los Angeles City Coll., Calif.
Pub Date-Jun 79
Note-26p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Associate Degrees, College Faculty, *College Graduates, *College Majors, Community Colleges, Enrollment, Females, Graduation, Junior Colleges, *Junior College Students, Males, *State Surveys, Student Teacher Ratio
Identifiers-*California

In order to provide a longitudinal look at the characteristics of students earning the associate of arts degree (AA) at Los Angeles City College (LACC), selected statistics were gathered on LACC graduates over the 15-year period, 1964-1979, in terms of number of graduates, percentage of total enrollment, sex, those completing work in the spring semester, and majors at graduation by department and category. In addition, LACC was compared to other California community colleges. Study findings relative to LACC include: the maximum number of AA degrees was awarded in 1976 when 1,719 students received the degree; the number of graduates averaged between five percent and ten percent of the spring enrollment; about 33 percent of the graduates completed their work in the fall, as opposed to the spring, semester; since 1972, more females than males have received AA's; the number of degrees awarded in business and vocational areas has increased in the past 15 years; in fine arts, has remained stable; in communications, sciences, and social sciences, has decreased. Statewide comparisons reveal: in fall 1977, enrollments ranged from 558 to 31,671 (LACC ranked 15th); the ratio of graduates to fall enrollment ranged from 2.2 percent to 16.3 percent (LACC ranked 38th); the number of full-time faculty ranged from 13 to 363 (LACC ranked 5th); and the ratio of enrollment to full-time faculty ranged from 22 to 1,263 (LACC ranked 42nd from the lowest). (AYC)

ED 171 354 JC 790 358

Parsons, Michael H.

Back to the Salt Mines Career Faculty Returning to Industry.

Pub Date-Jun 79

Note-12p.; Paper presented at the Summer Conference on Staff Development (Austin, Texas, June 4-6, 1979) and the Annual International Institute on the Community College (10th, Sarnia, Ontario, June 11-13, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges, Effective Teaching, *Faculty Development, Inplant Programs, *Inservice Teacher Education, *Junior Colleges, *School Industry Relationship, Teacher Improvement, Technological Advancement, *Trade and Industrial Teachers, *Vocational Education Teachers

Identifiers-Hagerstown Junior College MD

A cultural lag exists between the expectations of new community college students and the faculty who teach them. Part-time students, the underemployed, women entering or re-entering the labor force, minorities, and those seeking new careers are today's clients. During the last decade, occupational faculty have become isolated from their areas of expertise, and models for occupational faculty development programs are lacking. Hagerstown Junior College (Maryland) initiated research into staff development for occupational faculty that resulted in an innovative strategy. Using data from a survey of local industry and an experiment with one teacher conducting a training program on-site, the college obtained a grant to place, over a five-year period, all its career faculty in a business or industrial setting to validate theory, study current practice, or apply problem-solving techniques. Criteria were developed for selection of faculty proposals to return to industry.'' Five, out of seven, proposals were approved in 1978. Summative and formative evaluations of the projects illustrated the validity of on-site return to industry in areas related to teaching fields. In 1979, the second year of the project, nine additional proposals were approved, so that by the end of the 1979 cycle, ten of the college's 14 occupational programs will have had a faculty member return to industry and then to the classroom. (RC)

ED 171 355 JC 790 359

Student Advisement Model.

Prince George's Community Coll., Largo, Md.
Pub Date-23 Feb 79
Note-36p.; Appendix V has been deleted due to irreproducibility
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges, Counseling Goals, *Counselor Role, Developmental Programs, *Educational Counseling, *Guidance Objectives, Guidance Services, *Junior Colleges, Remedial Programs, Student Adjustment, *Student Personnel Services, Student Placement, Student Testing
Identifiers-Comparative Guidance and Placement Test, Student Objectives

The advisement system at Prince George's Community College is designed to afford each student complete information and preparation for entry into appropriate courses. Student movement through the process is determined by whether the student is considered first-time, transfer, concurrent enrollment, a veteran, non-matriculated, handicapped, returning, or foreign. Professional staff members assess student ability, using placement tests and interest inventories; assist in establishing or clarifying educational and career goals; and help students use college resources to meet their expectations. Three kinds of functions are undertaken within the system remedial, preventative, and developmental. Within the preventative category, academic advisement and college articulation are given high priority. A variety of formats are employed: information dissemination and testing are handled in group sessions; career and educational goals, curriculum requirements, and course selection and placement are considered individually with each student; registration, fees, and attendance are handled by the student. Appendix I considers the philosophy of the Human Development Department and its implementation. Appendix II discusses the Comparative Guidance and Placement Test. Appendix III's flow charts illustrate the steps taken in the advisement process by various types of students. Appendix IV discusses the advising groups. (AYC)

ED 171 356 JC 790 360

Eliason, N. Carol

The Importance of Research on Transferable Skills to Female Mid-Life Career Changers.

Pub Date-15 Jun 79

Note-14p.; Paper presented at the Conference of the National Center for Research in Vocational Education (Columbus, Ohio, June 15, 1979)

Pub Type- Information Analyses (070) - Guides - General (050) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Change, *Career Exploration, Community Colleges, Cooperative Education, Employer Employee Relationship, Experiential Learning, *Females, *Field Experience Programs, Inplant Programs, Job Skills, *Junior Colleges, National Programs, Occupational Choice, Occupational Tests, Systems Approach, Vocational Counseling, Vocational Education, *Womens Education, Womens Studies, Working Women

Research findings at the National Center for Research in Vocational Education (NCRVE) document the practicality of a systems approach to transfer of skills from other realms to the world of the vocational training classroom and directly to the world of work. One of the targeted approaches specifically concerned with upgrading the status of women in the labor force is Project ACCESS. It is a research and system development study which has already focused on major obstacles to women's obtaining necessary counseling and training. In 1980, the project will begin to identify and assess skills women have acquired through homemaking, parenting, volunteer work, community service, and other life experiences; and to determine the relevance of these skills for 10 occupations and 10 vocational educational programs. On the basis of interviews with 100 women, prospective employers and instructors drafted a list of competencies required for success in each occupation or program. Approximately 300 women will take part in 1980, with 200 enrolled in vocational educational programs and 100 in on-the-job training programs. Goals will be met if the system results in recognition of women's experiential learning by a larger group of employers and educators, and assists women in entering new fields. (RC)

ED 171 357 JC 790 361

Kirkpatrick, Malcolm

Are Special Administrative Skills Required in the Community College Administrators' Relations with the Minority Constituencies?

Pub Date-Dec 78

Note-23p.; Graduate Seminar Paper, Pepperdine University

Pub Type- Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Personnel, Administrator Characteristics, *Administrator Responsibility, Ancillary Services, Community Colleges, Ethnicity, Ethnic Relations, Ethnic Studies, *Junior Colleges, *Minority Groups, *Student College Relationship, Student Needs

To be effective in dealing with minority constituencies, the community college administrator needs special personality traits and communication skills: he/she must be tough-minded, articulate, aware of different life-styles, and empathetic; he/she should be able to withstand criticism, confront problems directly, accept compromise, and tolerate profanity; he/she needs humor and foresight; and he/she should be a realist and a patient listener. These skills and traits are especially important in that minority students frequently approach administrators in frustration and anger and demand immediate solutions to their problems. Sensitivity training techniques and confrontation workshops successfully used in business and industry may help administrators develop the skills needed to handle these situations. An effective administrator must be aware of the types of unique problems that arise when dealing with minority students; these may be in areas of supervising ethnic studies programs, dealing with controversial speakers, gaining knowledge of ethnic life-styles, hiring administrators from minority backgrounds, and instituting programs to make the open door '' policy successful. Such programs may include pre-college orientation and recruitment; tutorials offered on a one-to-one, workshop, or self-instructional basis; and career and personal counseling. (AYC)

ED 171 358 JC 790 362

Harris, Howard L.

A Report on Flexible Calendar Program at Cosumnes River College, Los Rios Community College District.

Cosumnes River Coll., Sacramento, Calif.
Pub Date-Mar 79
Note-112p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrator Attitudes, Community Colleges, *Faculty Development, Flexible Schedules, *Flexible Scheduling, Inservice Programs, *Junior Colleges, Organizational Change, Organizational Communication, *School Calendars, School Surveys, Semester Division, Student Reaction, Teacher Attitudes, Teacher Participation

As part of the Flexible Calendar Project, Cosumnes River College adopted a school calendar that provided for two 16-week semesters (the fall semester ending prior to Christmas recess) separated by a three-week intersession that was devoted to educational experimentation and professional staff development activities. After the second year (1977-78), students (N 1,024), faculty and support staff (N 60), and administrators (N 15) were asked to evaluate the overall desirability and convenience of the schedule and of ending the fall semester prior to Christmas vacation. In addition, students were asked about the sufficiency of time to complete course requirements and faculty and counselor availability. Faculty were asked about the need to revise course content to cover material in the shortened time; changes in student achievement and persistence, and in quality of instruction; problems of late registration; participation in staff development activities and its benefits; effects on communication; and adequacy of planning, record-keeping procedures, and activity information. Administrators were asked about effects on student articulation, staff development, and communication; and to evaluate staff development activities in terms of planning, information dissemination, effective faculty use, and faculty accountability. Results of each of the surveys are provided in bar graphs. (AYC)

ED 171 359 JC 790 363

Zwerling, L. Steven

Second Best: Resolving the Unfulfilled Promise of the Community College.

Pub Date-1 May 79

Note-24p.; Speech presented at the Annual Convention of the American Association of Community and Junior Colleges (59th, Chicago, Illinois, April 29-May 2, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Aspiration, *Access to Education, Community Colleges, Educational Demand, *Educational Discrimination, *Educational History, Educational Opportunities, Educational Supply, Equal Education, *Junior Colleges, Post High School Guidance, Social Structure, *Vocational Education

A significant reason for the establishment of the junior college was the desire to limit the achievement of large numbers of college entrants, because there were not enough high level jobs for all who aspired to complete traditional degrees. In the history of the junior college movement, this problem of mass education has been attacked by providing vocational education, which allows large numbers of students access to schooling without disturbing the shape of the social structure. The shift in junior colleges from a transfer to a career emphasis is related to the expansion of higher educational opportunities and increasing college enrollments. The two-track (vocational and academic) educational system in America developed first in the high school and later in the junior college. In the junior college, this tracking is insidious because there is a pronounced class and racial bias in the composition of student populations in vocational programs. The California Master Plan for 1960-1975 illustrates the channeling and tracking of students into programs more suited to occupational imperatives than to the aspirations or abilities of entering students. Evidence indicates the growing regressive power of two-year colleges and that going to a community college thwarts a student's academic chances. The challenge of the 80's is to provide real opportunities for students to realize their potential. (RC)

ED 171 360 JC 790 366

Opportunities in Iowa Area Schools, 1978-79.
Iowa State Dept. of Public Instruction, Des Moines. Area Schools and Career Education Branch.
Pub Date-Jun 79
Note-102p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adult Education Programs, Area Vocational Schools, *College Curriculum, Community Colleges, Educational Finance, *Enrollment Trends, Financial Support, Institutional Characteristics, *Junior Colleges, *School Statistics, State Aid, State Colleges, State Legislation, *State Surveys, Statewide Planning, Student Financial Aid, Vocational Education
Identifiers-*Iowa

Statistical and descriptive information illustrate the opportunities available in Iowa's 15 area schools. They provide general information about the statewide merged area school system, its history, current status, and enrollments for the 1976-1979 school year. Specific data are also given concerning enrollments, admission policies, financial aid, student activities, instructional programs, and new programs under consideration at each of Iowa's 13 community colleges and two vocational schools. Detailed charts present comparative full- and part-time enrollment data in career, college parallel, and other educational divisions. After a discussion of adult and continuing education programs, preparatory career programs, and college parallel courses and programs, major pre-baccalaureate concentration areas are listed in terms of their availability at the 15 schools. Special programs for the disadvantaged, the handicapped, and Comprehensive Employment and Training Act (CETA) candidates are also discussed. Tables show area school revenue by category and expenditures by function; revenue and expenditures by institution; state and federal vocational aid; and state general aid for 1967 to 1978. The report concludes with an historical review of major state legislation affecting area schools from 1965 to 1978, and an index to all programs available in the 15 schools by taxonomy number. (RC)

ITV Close-Up: The First Six Years.

Dallas County Community Coll. District, Tex.
Pub Date-May 79
Note-60p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Closed Circuit Television, Community Colleges, Course Descriptions, Delivery Systems, *Educational Television, Enrollment, *Junior Colleges, *Media Technology, Open Circuit Television, *Program Development, Program Evaluation, Student Characteristics, *Telecourses, *Television Curriculum

This report chronicles the six-year growth (1972-1978) of Dallas County Community College District's (DCCCD) Instructional Television program (ITV), explaining the design, production, implementation, components, and evaluation of the telecourses within the program. It also includes discussions of local and national distribution of courses, profiles of DCCCD telecourse students, and descriptions of each of the telecourses. The usefulness and effectiveness of college-level instructional television is demonstrated and future directions of the program are explored. The report indicates that production has gone from a single, talking head'' course to seven completed college credit telecourses (with others in various stages of development, design, and planning), using a sophisticated instructional system which includes professionally produced video and print elements carefully integrated with other components in a well-designed learning package. Enrollments, the report relates, rose from 399 in the fall of 1972 to over 10,000 enrollments per academic year in 18 course offerings in 1977-1978. The findings relate how a once closed circuit broadcast delivery system for Dallas County now encompasses several delivery modes, both open and closed circuit and on- and off-campus availability, including a regional consortium and an international distribution system. (RC)

ED 171 362 JC 790 372

Fuller, Jack W.

Continuing Education and the Community College.

Pub Date-79

Note-112p.

Available from-Nelson-Hall, Inc., Publishers, 111 North Canal St., Chicago, Ill., 60606 ($12.95)

Pub Type- Books (010)

Document Not Available from EDRS.

Descriptors-*Adult Education, Adult Education Programs, Adult Students, Community Colleges, *Community Education, Educational Change, *Educational Development, Educational Needs, Educational Objectives, Faculty Development, Futures (of Society), *Junior Colleges, Management by Objectives, Program Administration, *Program Content

In an effort to re-examine the principles and rationale of community and adult education, this monograph first addresses the quandary of adult education society's commitment to schooling for the young while paying little more than lip service to meeting the educational needs of the whole population. Continuing education staff are encouraged to assume an active role in the promotion of adult education through fresh, innovative approaches to serving the needs and desires of a specific community, while facing problems of overlapping services, underutilization of resources, and poor managerial and organizational practices. Specific steps are outlined to streamline and enlarge adult education programs, including adapting management by objectives techniques to continuing education and developing in-service programs for continuing education faculty. The continuing education curriculum, which might include community leadership development, community outreach, women's programs, marketing and management seminars, and health care, is considered in relation to identifying and recruiting new students. Finally, the role of continuing education in an increasingly complex world is underscored, and a futuristic model, centered on the Knowledge Module, is presented. (AYC)

Model Strategies for the Recruitment and Retention of Undergraduate Criminal Justice Students.

Positive Futures, Inc., Washington, D.C.
Pub Date- 78
Note-28p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cooperative Education, *Criminal Law, *Enrollment Influences, Legal Assistants, *Marketing, Postsecondary Education, Proprietary Schools, *School Holding Power, Student Personnel Services, *Student Recruitment

Components for a model strategy/program for the recruitment and retention of students in criminal justice (CJ) programs are presented to stimulate planning activity. These 24 general examples of approaches identify the strategy, state the objectives, provide a rationale, describe implementation, discuss intervention activities, and delineate the impact of the strategy. The first 12 strategies focus on recruitment and include utilizing educational organizations' recruitment clearinghouse mechanisms, assessing high school junior and senior career interests, conducting campus seminars for undeclared-major students and on-site visits for prospective CJ majors, developing and disseminating informational brochures, providing adequate financial aid to CJ majors, and conducting recruitment training workshops for CJ faculty. Retention strategies include maintaining a rewarding social/psychological environment for CJ students; providing high quality student educational experiences and academic advisement; instituting mechanisms whereby CJ students are involved in curricula development, instruction, and evaluation; establishing a system whereby CJ students participate in cooperative education activities; establishing a process whereby the CJ major can be combined with other curricula as a dual major; and conducting routine "exit interviews" for CJ students wishing to withdraw from the institution. A glossary of terms used in the strategies is included. (DJD)

Adams, W. Sam

Assessing Continuing Education Needs in Small Geographically Dispersed Industries.

Wisconsin Univ., Oshkosh.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 79
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Vocational Education, *Employer Attitudes, Employer Employee Relationship, Incentive Systems, *Industrial Personnel, *Industrial Training, Inplant Programs, *Inservice Programs, On the Job Training, Postsecondary Education, *Professional Continuing Education, Released Time, School Industry Relationship, *Technical Education, Trade and Industrial Education, Vocational Retraining

In 1978, the National Science Foundation awarded the University of Wisconsin-Oshkosh $50,000 to determine the continuing education needs of technically-trained persons employed in small, geographically dispersed industries. Thirty companies which employed fewer than 500 people and which were likely to employ scientists, engineers, and technicians were randomly selected from 1,255 firms located in non-urban areas in central and northern Wisconsin. Investigative instruments included a semi-structured interview, president's questionnaire, company continuing education policy questionnaire, and a technical employee's questionnaire. Preliminary results indicate: (1) most small companies record an employee's participation in continuing education but few give formal rewards for participation; (2) workshops, seminars, and conferences are the most likely types of continuing education to be fully financed by companies, while college credit and non-credit courses are primarily partially funded; (3) companies are reluctant to give employees released time for continuing education; (4) the most effective type of continuing education is that conducted in workshops, seminars, and conferences, while correspondence courses are least effective; and (5) presidents of corporations and employees indicate continuing education is important in improving job performance but not in personal development. (RC)

ED 171 365 JC 790 376

Hartstein, Ray

Benefits a Community College Can Realize by Providing Older Adult Programs: A Trustee's Viewpoint.

Pub Date-30 Apr 79
Note-19p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (59th, Chicago, Illinois, April 29-May 2, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Policy, Adult Characteristics, *Adult Education Programs, Adult Programs, *Board of Education Role, *Community Benefits, Community Colleges, *Continuous Learning, Educational Gerontology, Governing Boards, *Junior Colleges, *Older Adults, Program Development, Retirement, Senior Citizens, Trustees

Board members of community colleges need to carefully consider and actively support feasible programs for older people with a firm commitment to fiscal and programmatic decisions assuring lifelong learning opportunities and public service activities. Trustees must be aware of and understand problems and issues of older adults, secure data for decision-making, and implement policies and action programs. There are many benefits to be derived from implementing older people programs from the standpoint of the community college, the elderly themselves, and society in general. For the community college, an institution ideally suited to providing these services, such programs support college philosophy, open new markets, add a dimension to the educational enrichment of younger students, serve as a recruiting method, and contribute to good community relations. For the elderly themselves, special programs are their right as taxpayers, give them an outlet to contribute, aid emotional health, promote productivity and adjustment to life changes, provide outlets for leisure, and meet social needs. From the standpoint of the economy and society in general, these programs help accommodate congressional and state legislation, such as lifelong learning bills and age discrimination acts. All census data show that a total of 42 million Americans are over age 55 and the number is growing. (RC)

ED 171 366 JC 790 379

Parker, Garland G.

Collegiate Enrollments in American 2-Year Institutions, 1978-79: Statistics, Interpretations and Trends. ACT Special Report Twenty-Six.

American Coll. Testing Program, Iowa City, Iowa.

Pub Date-79

Note-61p.

Available from-ACT Publications, P.O. Box 168, Iowa City, Iowa 52243 ($2.00)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Church Related Colleges, *College Freshmen, Community Colleges, *Declining Enrollment, Enrollment, *Enrollment Trends, Females, *Junior Colleges, Males, Part Time Students, *Private Colleges, Proprietary Schools, Technical Institutes, Vocational Education

Identifiers-Full Time Students

This report, the seventh in a series of annual studies, compiles 1978-79 enrollment information for 955 two-year postsecondary institutions. Surveyed institutions include accredited junior and community colleges; multipurpose, technical and/or vocational schools and institutes; university branch campuses; and proprietary schools. During 1978-79, total enrollment for reporting institutions was 3,548,000, a decline of 1.7% compared to the previous year. This followed increases of .4% in 1976-77 and 2.7% in 1977-78. Overall enrollment decreases were experienced by public, independent private and nonpublic, and proprietary institutions; junior and community colleges; and multipurpose units and university branches; while increases were experienced by church-affiliated and technical/vocational schools. Full-time enrollment declined 5.7%; part-time enrollment increased by only 1%. The count of classified full-time freshmen showed a significant loss of 4.7% compared with the previous year. Overall enrollment of women students increased by 1%, with women accounting for 52% of the grand total enrollment. Six tables, comprising the bulk of the report, list enrollment data by institution, institution type (public, church-affiliated, independent, or proprietary), geographical region and state, sex of the student, full-time enrollment, and total teaching staff. The introductory narrative summarizes enrollment data and suggests trends and future concerns. (DR)

ED 171 367 PS 010 505

Read, Martha, Comp.

How Do the Preschool Children of the Community Education Center Perform in the Public School System? An Evaluation of Children's Performance and Parent Participation.

Community Education Center, Redwood City, Calif.
Pub Date-Feb 79
Note-42p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Bilingual Education, Early Childhood Education, Elementary School Students, Followup Studies, Low Income Groups, *Parent Participation, *Parent School Relationship, Preschool Children, *Preschool Programs, *Program Effectiveness, Spanish Speaking
Identifiers-*Community Education Centers

A follow-up study of 104 Spanish-speaking children who attended a bilingual-bicultural preschool program was conducted to investigate the children's relative standing in elementary school and the degree of parent participation in school activities. School achievement level of all available children who had attended the Community Education Center (CEC) from 1973 to 1977 was obtained by a teacher questionnaire. Information on parent participation was obtained by a home interview and the teacher questionnaire. Additional information on parent participation programs offered by the children's schools was obtained by a checklist for teachers and parents. Teacher evaluations indicated that, when considered as a group, the CEC children were rated average for their class. Of the 43 children in primary grades, 23% had been retained since they began school. This rate compared favorably with the 85% retention rate of children with Spanish surnames in the school in which CEC children were enrolled. Ratings of children's standings correlated with degree of parent participation. Parents seemed to recognize the importance of parent involvement, but to lack the necessary tools to participate in public school activities. Additional information concerning parent participation is discussed in detail. (SS)

ED 171 368 PS 010 509

Lewis, Mary Summers

Congruence of Goals for Early Childhood Between Head Start Parents and Experts.

Pub Date-May 78
Note-114p.; Ph.D. Dissertation, University of California (Berkeley)
Available from-University Microfilms International, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Microform, $7.50; Xerographic, $15.00)
Pub Type- Dissertations/Theses (040) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Child Development Specialists, Comparative Analysis, *Early Childhood Education, *Educational Objectives, Fathers, Measurement Goals, Mothers, *Parent Attitudes, *Parent Participation, Racial Differences, Spanish Speaking

The purpose of this study was to determine whether there is a difference in opinion between early childhood professionals and low income parents of young children as to what the goals of early childhood programs should be. Three hundred forty parents in local Head Start centers were asked to list goals for their preschool children, and a questionnaire was developed, using the 30 most frequently mentioned goals. This instrument, the Lewis Goal Sort, was sent to 4,119 parents in rural and urban Head Start Programs in California and to 78 early childhood experts. It was hypothesized that there would be a difference in opinion as to what the priority goals in early childhood programs should be (1) between early childhood experts and parents; (2) among white, black, and Spanish-speaking mothers; (3) between younger and older mothers; (4) between mothers who have been in Head Start Programs before and new Head Start mothers; (5) between mothers who participate frequently in their child's Head Start classroom and mothers who do not participate often; and (6) among white, black, and Spanish-speaking fathers. Analysis of the 1,619 useable parents' questionnaires and the 26 experts' questionnaires returned indicated that: while hypotheses (1) and (2) were supported and (4) and (6) were partially supported, hypotheses (3) and (5) were not supported. Suggestions for improving parent involvement in Head Start Programs are discussed. (Author/MP)

ED 171 369 PS 010 527

Coleman, Joyce H.

Learning to Observe Young Children in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module I.

Our Lady of the Lake Univ., San Antonio, Tex.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Grant-ACYF-6-C-11
Note-70p.; For other modules in this series, see ED 170 035-043 and PS 010 528-533; Five pages of Skills Checklist have been removed because of poor reproducibility
Available from-Dr. John Sullivan, Department of Education, Our Lady of the Lake University, 411 S.W. 24th Street, San Antonio, TX 78285 (5 pages of Skills Checklist only; Module I, BBCDA, $2.50)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Biculturalism, *Bilingual Teachers, Case Records, Check Lists, Child Care Workers, *Classroom Observation Techniques, Early Childhood Education, Instructional Materials, Learning Modules, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Student Records, Training
Identifiers-*CDA, CDA Competency 2, CDA Competency 3, Child Development Associate, Texas (San Antonio)

This Child Development Associate (CDA) training module, the first in a series of 16, provides a course in child behavior observation and systematic recordkeeping skills for bilingual/bicultural preschool teacher trainees. Exercises in observation are designed to lead the trainee from biased ways of looking at children to the use of techniques of empirical observation of children's behavior. Five purposes of behavioral observation in instructional settings (including planning for individualization of instruction and evaluating achievement) are listed and briefly discussed. Also presented is a series of checklists for assessing children's learning styles and social, gross and fine motor, language, perceptual, cognitive, and self-help skills. Guidelines for using the checklists and examples of correctly completed checklists are included. Child observation, diary record and case study forms are also provided. Training activities which utilize selected checklists and forms are suggested. This module focuses on specific teacher behaviors that directly relate to CDA Competencies 2 and 3. (RH)

ED 171 370 PS 010 528

Molina, Yolanda R.

Getting to Know and Like Myself Better. Student's Guide. Bilingual/Bicultural Child Development Associate Pilot Project: Module II.

Our Lady of the Lake Univ., San Antonio, Tex.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-78

Grant-ACYF-6-C-11

Note-90p.; For other modules in this series, see ED 170 035-043 and PS 010 527-533

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Biculturalism, *Bilingual Education, Bilingual Teachers, Child Care Workers, Cultural Awareness, Early Childhood Education, Instructional Materials, Learning Modules, *Performance Based Teacher Education, Personal Growth, Personal Values, Postsecondary Education, *Preschool Teachers, Self Actualization, *Self Concept, Self Esteem, Spanish Americans, Spanish Speaking, Training

Identifiers-*CDA: CDA Competency 3, Child Development Associate, Texas (San Antonio)

This Child Development Associate (CDA) training module, the second in a series of 16, focuses on developing a positive self concept among trainees in a competency-based bilingual/bicultural preschool teacher training program. In the first section, reading about another culture and its values are used to promote the trainee's reflection about his or her own values. In the second section, readings are presented which deal with the importance of self esteem and the effects on self esteem of two major values of American society, beauty and intelligence. This module aims at achieving the functional area of self concept within CDA Competency 3, which deals with building positive self concept and individual strength. The module includes a value survey and self concept inventory for the trainee. (BH)

Coleman, Joyce H.

Planning Effectively for Young Children in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module III.

Our Lady of the Lake Univ., San Antonio, Tex.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-78

Grant-ACYF-6-C11

Note-93p.; For other modules in this series, see ED 170 035-043 and PS 010 527-533; 38 pages of Skills Checklist have been removed because of poor reproducibility

Available from-Dr. John Sullivan, Department of Education, Our Lady of the Lake University, 411 S.W. 24th Street, San Antonio, TX 78285 (38 pages of Skills Checklist only, Module III, BBCDA, $2.50)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Biculturalism, *Bilingual Teachers, Child Care Workers, Curriculum Design, Curriculum Development, *Curriculum Planning, Early Childhood Education, Educational Objectives, Instructional Materials, Learning Modules, Lesson Plans, *Performance Based Teacher Education, Postsecondary Education, *Preschool Curriculum, *Preschool Teachers, Training

Identifiers-*CDA, CDA Competency 2, CDA Competency 3, CDA Competency 4, Child Development Associate, Texas (San Antonio)

This Child Development Associate (CDA) training module, the third in a series of 16, provides a course in preschool curriculum planning for bilingual/bicultural preschool teacher trainees. Lesson materials discuss conditions for learning, benefits of good planning, goals of early education and ways of translating goals into learning experiences (including assessing development, writing behavioral objectives, planning activities and evaluating the child's performance). Sixteen assignments leading to planning a 5-day unit of instruction are included in the module. Social, gross and fine motor, language, perceptual, cognitive and self-help skills checklist as well as a lesson plan form, a model lesson plan and a lesson plan checklist also are included. This module focuses on specific teacher behaviors that directly relate to CDA Competencies 2, 3 and 4. (RH)

ED 171 372 PS 010 530

Munquia, Emma

Creating a Bilingual-Bicultural Learning Environment for Young Children. Bilingual/Bicultural Child Development Associte Pilot Project: Module IV.

Our Lady of the Lake Univ., San Antonio, Tex.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-78

Grant-ACYF-6-C-11

Note-137p.; For other modules in this series, see ED 170 035-043 and PS 010 527-533

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Biculturalism, Bilingual Education, Bilingual Teachers, *Centers of Interest, Child Care Workers, *Classroom Environment, Cultural Awareness, Cultural Background, *Cultural Education, Early Childhood Education, Educational Environment, Educational Methods, Instructional Materials, Learning Activities, Learning Modules, Mexican Americans, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Spanish Speaking, Training

Identifiers-*CDA, CDA Competency 1, CDA Competency 2, CDA Competency 4, Child Development Associate, Texas (San Antonio)

This volume, the fourth in a series of 16, contains the learning module which focuses on creating a cultural learning environment in a competency based bilingual/bicultural Child Development Associate (CDA) preschool teacher training program. The module aims at providing the CDA trainee with the skills and knowledge to promote Mexican American preschool children's learning of their own culture through the use of cultural materials in the classroom environment. The organization of the classroom into learning centers is recommended. The first section includes recommendations for the general appearance of the classroom. Following chapters deal with different learning centers: the manipulative equipment center, the art center, the science center, the book and language center, the music center, the role-playing center and the block center. Each chapter includes a pre-test, a discussion of the center in question, suggestions for trainee learning activities and a posttest. The rationale for the specific learning centers, and the methods and strategies for implementation, are discussed. This module deals with aspects of CDA Competencies 1, 2, and 4. (BH)

ED 171 373 PS 010 531

Coleman, Joyce H.

Helping Young Children Develop Social Skills in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module V.

Our Lady of the Lake Univ., San Antonio, Tex.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-78

Grant-ACYF-6-C-11

Note-48p.; For other modules in this series, see ED 170 035-043 and PS 010 527-533; 5 pages of Skills Checklist have been removed because of poor reproducibility

Available from-Dr. John Sullivan, Department of Education, Our Lady of the Lake University, 411 S.W. 24th Street, San Antonio, TX 78285 (5 pages of Skills Checklist only; Module V, BBCDA, $2.50)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Biculturalism, *Bilingual Education, Bilingual Teachers, Child Care Workers, Early Childhood Education, Instructional Materials, *Interpersonal Competence, Learning Modules, Mexican Americans, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Social Adjustment, Social Behavior, *Social Development, Social Maturity, Spanish Americans, Spanish Speaking, Training

Identifiers-*CDA, *CDA Competency 4, Child Development Associate, Texas (San Antonio)

This Child Development Associate (CDA) training module, the fifth in a series of 16, focuses on preparing trainees in a bilingual/bicultural preschool teacher training program to help young children to develop social skills. The text of the module deals with: (1) fundamental principles of social development, (2) factors which influence social development, (3) the importance of good social adjustment, (4) cultural differences in social development and (5) the sequence of social development. The module includes a pre-test and a posttest of the trainee's understanding of the material and a social skills checklist for assessing children's social development. This module focuses on the specific behaviors which directly relate to the functional area of social development within CDA Competency 4, which is the ability to organize and sustain the positive functioning of children and adults in a group in a learning environment. (BH)

ED 171 374 PS 010 532

Coleman, Joyce H.

Helping Young Children Develop Motor Skills in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module VI.

Our Lady of the Lake Univ., San Antonio, Tex.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-78

Grant-ACYF-6-C-11

Note-38p.; For other modules in this Series, see ED 170 035-043 and PS 010 527-533; 13 pages of Skills Checklist have been removed because of poor reproducibility

Available from-Dr. John Sullivan, Department of Education, Our Lady of the Lake University, 411 S.W. 24th Street, San Antonio, TX 78285 (13 pages of Skills Checklist only; Module VI, BBCDA, $2.50)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Biculturalism, *Bilingual Teachers, Check Lists, Child Care Workers, Early Childhood Education, Infants, Instructional Materials, Learning Modules, Maturation, *Motor Development, *Performance Based Teacher Education, Postsecondary Education, *Preschool Children, *Preschool Teachers, Training

Identifiers-*CDA, CDA Competency 2, Child Development Associate, Texas (San Antonio)

This Child Development Associate (CDA) training module, the sixth in a series of 16, provides an introductory course in the development of motor skills in children. In the first two sections, the importance and characteristics of motor development are briefly discussed. Maturation factors and predictable patterns and stages in motor development are emphasized. It is emphasized that children vary considerably in their rate of motor development. The sequence of motor development from birth to age 6 is outlined in a chart and elaborated in the text. Gross and fine motor skills checklists as well as guidelines for using the skills checklists are included. This module focuses on specific behaviors that directly relate to CDA Competency 2. (RH)

ED 171 375 PS 010 533

Coleman, Joyce H.

Helping Young Children Develop Language Skills in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module VII.

Our Lady of the Lake Univ., San Antonio, Tex.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Grant-ACYF-6-C-11
Note-49p.; For other modules in this series, see ED 170 035-043 and PS 010 527-532; 5 pages of Skills Checklist have been removed because of poor reproducibility
Available from-Dr. John Sullivan, Department of Education, Our Lady of the Lake University, 411 S.W. 24th Street, San Antonio, TX 78285 (5 pages of Skills Checklist only; Module VII, BBCDA, $2.50)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Biculturalism, *Bilingual Education, Bilingual Teachers, Child Care Workers, Communicative Competence (Languages), Early Childhood Education, English (Second Language), Instructional Materials, Language Ability, *Language Development, *Language Instruction, Language Skills, Learning Modules, Mexican Americans, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Spanish Speaking, Training
Identifiers-*CDA, CDA Competency 2, Child Development Associate, Texas (San Antonio)

This Child Development Associate (CDA) training module, the seventh in a series of 16, focuses on preparing trainees in a bilingual/bicultural preschool teacher training program to help Spanish speaking children to develop language skills in their native tongue and English. The text of the module deals with (1) the developmental principles of language, (2) the importance of language development, (3) characteristics of language development, (4) factors which influence language development, (5) language and the language minority child, (6) second language learning and (7) the sequence of first language development. The module includes trainee learning activities, a pre-test and a posttest of the trainee's understanding of the material, and a language skills checklist for assessing children's language development. The module focuses on the specific behjaviors which directly relate to the functional area of language within CDA Competency 2: advancing the child's physical and intellectual competence. (BH)

ED 171 376 PS 010 552

Flint, David L. And Others

Effects of Exposure to Prekindergarten on Five Social Competency Factors. Technical Paper No. 8.

New York State Education Dept., Albany.
Pub Date-17 Jan 79
Note-28p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Early Experience, *Hypothesis Testing, Longitudinal Studies, Multiple Regression Analysis, *Preschool Children, Preschool Education, Program Evaluation, Research, *Social Behavior, Statistical Analysis, *Statistical Studies, *Verbal Ability
Identifiers-Extroversion, *Social Competence

This study tests the general hypothesis that preschool experience has a measurable effect upon children's noncognitive development between the time they enter and the time they leave the preschool program. The California Preschool Competency Scale (CPSCS) was administered to 4-year-old children in a prekindergarten program (PreK) in the fall of 1975 and to a sample of 1,402 of the children in the spring of 1976. It had previously been shown that the CPSCS breaks down into five dimensions when the item scores are factor analyzed. The factors were labeled Considerateness, Task Orientation, Extraversion, Verbal, and Response to the Unfamiliar. Five predictor variables were selected. The predictor variable of main interest, exposure to PreK, was differentiated from two other variables, total scheduled time in preschool and total calendar days from program entry to time of rating. Age and mother's education were employed as control variables. A multiple linear regression approach was used to identify relations between factors and predictor variables. Neither Considerateness nor Response to the Unfamiliar had any significant relationship to any of the five predictor variables. The control variables accounted for nearly all of the variance in the Task Orientation factor. A positive relationship did appear between exposure to PreK and the spring 1976 ratings on extraversion and, to a larger extent, verbal competence. It is concluded that the analysis has isolated the areas of social competency on which PreK has an effect. (Author/RH)

ED 171 377 PS 010 553

Dykes, Mary K. And Others

Florida Educational Research and Development Council, Inc. Assessment and Evaluation Strategies for Early Childhood Programs. Research Bulletin.

Florida Educational Research and Development Council, Gainesville.

Pub Date-79

Note-70p.; For supplement to this document, see PS 010 554

Available from-FERDC, 2266 2nd Street, Fort Myers, Florida 33901 (Paper, $2.00)

Journal Cit-Florida Educational Research and Development Council, Inc., Research Bulletin; v12 n3 Winter 1979

Pub Type- Guides - General (050) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Personnel, Early Childhood Education, Educational Assessment, *Educational Testing, *Evaluation Methods, *Evaluation Needs, Preschool Children, Preschool Evaluation, Preschool Teachers, Program Development, *Program Evaluation, Relevance (Education), *Testing Problems, *Test Selection

Identifiers-*Florida

This brief monograph, intended for preschool teachers and administrators, explains various aspects of the assessment and evaluation of children and early childhood education programs. The value of evaluation procedures for program development is noted. The different forms that research designs and tests can take are explained. It is emphasized that the persons responsible for evaluation must choose tests and research designs which do measure what they are supposed to measure; examples are used to show how this can fail to happen if care is not taken. The information the examiner should have about each child prior to testing is indicated. A checklist of conditions for testing (e.g., good lighting and quiet) and federal requirements for evaluation are included. (BH)

ED 171 378 PS 010 554

Dykes, Mary K. And Others

Florida Educational Research and Development Council, Inc. Assessment and Evaluation Instruments for Early Childhood Programs. Research Bulletin. (Supplement to Volume 12).

Florida Educational Research and Development Council, Gainesville.

Pub Date-79

Note-59p.; For bulletin, see PS 010 553

Available from-FERDC, 2266 2nd Street, Fort Myers, Florida 33901 (Paper, $2.00)

Journal Cit-Florida Educational Research and Development Council, Inc., Research Bulletin; v12 n3 Winter 1979 (supplement)

Pub Type- Guides - General (050) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Personnel, Early Childhood Education, *Educational Assessment, *Educational Testing, Preschool Children, *Preschool Evaluation, Preschool Teachers, *Preschool Tests, *Test Selection

Identifiers-*Florida

This document provides information for teachers and administrators about 54 tests which can be used with young children (2-5 years of age) to assess and evaluate early childhood education programs. Brief descriptions of the tests, presented in charts, include the following information: the name of each measure its author, the publisher, age or grade level, persons qualified to administer the test (e.g., psychologist, teacher), testing time, test type (e.g., individual vs. group, criterion-referenced vs. norm-referenced), content areas measured, and ways the teacher can use the test results. Included are a subject index of tests, references on testing and the addresses of test publishers. (BH)

Carnine, L. M.

Parent Involvement in Education: The Follow Through Experience.

Pub Date-Apr 79
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Development, *Models, *Paraprofessional School Personnel, Parent Attitudes, Parent Conferences, *Parent Influence, *Parent Participation, *Parent School Relationship, Parent Teacher Cooperation, Political Power, Program Evaluation
Identifiers-*Project Follow Through, *University of Oregon

This paper describes the positive effects of the Parent Program of the University of Oregon Follow Through Program. Section I illustrates the positive effects of parent involvement in two case histories of parents' political activism directed at securing and maintaining quality education for their children. Section II focuses on parents' involvement in the schools as paraprofessionals. Section III discusses how the program has enhanced the growth of parents as teachers in the home, with particular emphasis on the recently introduced Home Reading Program. The hidden effects of parent involvement on parents themselves and on the community are discussed in Section IV. Also discussed are other positive effects of the program demonstrated in the Walt Haney reanalysis of Follow Through parent interview data. (Author/MP)

Strayer, Janet Christophe, Christina
Empathy and Egocentrism in Preschoolers.
Simon Fraser Univ., Burnaby (British Columbia).
Pub Date-Jun 78
Note-13p.; Paper presented at the meetings of the Canadian Psychological Association (Ottawa, Ontario, Canada, June, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Altruism, Day Care Services, Early Childhood Education, Emotional Development, *Emotional Response, *Empathy, *Perspective Taking, *Preschool Children, *Prosocial Behavior, Psychological Studies, Research, Social Development
Identifiers-*Naturalistic Observation

The relationship between empathic role-taking abilities and empathic behaviors observed in both naturalistic and experimental settings was examined in 14 children between the ages of 53 and 65 months. Children were observed at the McGill Daycare Centre twice a week for 8 weeks, totalling approximately 30 hours. Event sampling was used to record the frequency and duration of empathic behavioral interactions, defined as the presence (or absence) of a prosocial response to a peer's display of one of four categories of emotion (e.g., comforting responses, participation, etc., in response to peer's observed emotional state of happy, sad, angry, or afraid). Midway through the observation period, role-taking tasks were individually administered. These included measures of perceptual-cognitive and affective role-taking skills. At the end of the 8 week period an experimental task was administered in which children could privately donate from 0 to 10 pennies to an unknown child. Results provide information (1) describing the frequency and duration of various kinds of emotional behaviors and the responses to them in a naturalistic setting, and (2) intercorrelating the various cognitive, naturalistic, and experimental measures of empathy. (Author/SS)

ED 171 381 PS 010 564

Greenfield, Patricia Marks

Representing Mathematical Concepts to Two- and Three-Year-Olds Through Action, Image, and Word: An Experimental Comparison of Teaching Methods.

Syracuse Univ., N.Y. Syracuse Center for Research and Development in Early Childhood Education.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date-Mar 79

Contract-OEC-3-7-070706-3118

Note-50p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Concept Teaching, Conference Reports, Early Childhood Education, Educational Research, *Effective Teaching, Experiential Learning, *Geometric Concepts, Infants, Mathematical Concepts, *Nonverbal Learning, *Teaching Methods, *Verbal Learning, *Visual Learning

Three experiments concerned with methods of teaching mathematical concepts to 2- and 3-year-olds were carried out. The first experiment, in which 12 children were taught the concepts fat'' and skinny,'' showed that (1) explicit verbal representation of the concepts was a more effective instructional technique than formulation in terms of an extrinsic reinforcer, and (2) a variety of concrete examples has an adverse effect on learning when the number of exemplars exceeds the minimum necessary for complete logical definition of a relational concept. The second study, in which 16 children were taught the concept round,'' investigated the effects of different amounts of teacher verbalization and different forms of child action; none of the experimental variables significantly facilitated learning. The third study, in which 18 children were taught the concept square,'' compared the effectiveness of different forms of verbal representation when combined with visual and proprioceptive feedback. The two instructional variables were number of verbal contexts and use of contrastive terms in the correction procedure. For children who had already learned the meaning of round,'' round-square confusions were reduced when the terms were contrasted. A contrastive term did not help a child who did not already know its meaning. Confusions between square and shapes other than round were reduced when the teacher presented the term square'' in a variety of verbal contexts and the child responded by using a square object in a number of action contexts. (Author/SS)

Karnes, Merle B. And Others
Classroom Planning and Programming.
Illinois Univ., Urbana. Inst. for Child Behavior and Development.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Apr 79
Grant-G007700922
Note-150p.
Available from-ERIC/ECE, College of Education, University of Illinois Urbana, Illinois 61801 (Catalog No. 1403.013, $9.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Behavior Change, Curriculum Development, *Curriculum Planning, Educational Diagnosis, *Educational Planning, *Handicapped Children, *Individualized Programs, Measurement Instruments, Preschool Education, Preschool Programs, Program Planning, *Recordkeeping, Scheduling, Teaching Programs
Identifiers-*PEECH Program

This manual, based on procedures used in the PEECH (Precise Early Education for Children with Handicaps) Project, is designed to aid classroom teachers of preschool handicapped children. Chapter 1 discusses planning time and space and presents the essential elements of a PEECH daily schedule. Chapter 2 defines and states the purpose of classroom assessment activities. Classroom assessment instruments are listed and copies of midyear and end of year reports are provided. Chapter 3 identifies and discusses the legislatively required components of individualized educational programs (IEPs). A 4-stage process for developing IEPs is pointed out. Use of child assessment data to identify the child's needs and present performance is emphasized. A sample completed IEP form for one student in seven instructional areas is given. Chapter 4 provides guides to curriculum development. Task and goal analysis, lesson plans and presentations, and educational procedures for severely handicapped children are discussed. One bibliography of behavior principles, applications and manuals, and another of commercially available curricula for young children are appended. Chapter 5 surveys the characteristics and components of the PEECH recordkeeping system. Sample records are appended. Chapter 6 provides guides for behavior management, including ways to deal with inappropriate behaviors. A short, annotated and prioritized list of books on behavior management is offered. (RH)

ED 171 383 PS 010 572

Wisconsin's Aid to Families with Dependent Children and Child Support Enforcement Programs Could Be Improved.

General Accounting Office, Washington, D.C.
Report No.-HRD-78-130
Pub Date-22 Jun 78
Note-100p.; Filmed from best available copy
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Child Welfare, Efficiency, Federal Programs, Motivation, Program Administration, *Program Costs, *Program Effectiveness, Program Evaluation, *Program Improvement, *State Federal Aid, *State Programs
Identifiers-*AFDC Programs, *Wisconsin

This report from the General Accounting Office reviews selected aspects of Wisconsin's Aid to Families with Dependent Children (AFDC) program. Chapter 1 describes AFDC and specifies the scope of the program review. In Chapter 2 the potential for increasing child support collections from parents is explored. Actions which could increase collections are suggested. Chapter 3 explores what Wisconsin could do to reduce errors, detect fraud and recover erroneous payments. Specific actions for program improvement are indicated. Chapter 4 identifies seven welfare program options chosen by Wisconsin which tend to expand the size and/or cost of its AFDC program. Options chosen which lower costs and increase efficiency are pointed out. Chapter 5 discusses the effectiveness of the AFDC program income disregard provisions and reviews current pending legislation designed to change the income disregard provisions. Supporting data and studies are provided in nine appendices. (Author/RH)

ED 171 384 PS 010 579

Frasher, Ramona Frasher, James M.

Gender Roles in Children's Stories: Effect on Preference and Comprehension.

Pub Date-Apr 79

Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Childhood Interests, *Childrens Books, Childrens Literature, *Comprehension, Elementary Education, Grade 5, Grade 6, Identification (Psychological), Psychological Studies, Research, *Sex Differences, *Sex Role, Sex Stereotypes, Socialization, *Story Reading

Identifiers-*Preferences

This study investigated children's preference and comprehension responses to stories in which both male and female main characters were represented in traditional and nontraditional roles, and stories in which only the opposite sex main characters were portrayed in those roles. A total of 218 girls and 169 boys from grades five and six (all with at least fourth grade reading ability) read and answered comprehension questions on either two or four stories. They also answered three questions concerning preferences for story, main character, and identification. For subjects who read two stories, comprehension scores were not significantly different for either sex or story type. However, boys who read only stories with female characters preferred the nontraditional main character and selected her for identification. For subjects who read four stories, boys' comprehension scores were higher for stories with male main characters than female main characters. Girls preferred stories with female main characters and preferred the nontraditional male story over the traditional one; boys preferred stories with male main characters and the traditional male story over the nontraditional male story. The results for character preference were similar to those for story preference. Same sex preferences were also found for identification choices, and girls who selected a male main character preferred the nontraditional one. Results and implications are discussed in detail. (Author/SS)

ED 171 385 PS 010 586

Tremaine, Leslie S. And Others
A Multidimensional View of Children's Sex-Typing of Occupations.
Pub Date-Aug 78
Note-27p.; A shorter version of this paper was presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 28-September 1, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Age Differences, Children, Jobs, Occupational Choice, *Occupations, Psychological Studies, *Role Perception, *Sex Differences, *Sex Role, Social Development
Identifiers-*Classification Skills

This study attempts a broad look at young children's sex typing of job classifications by examining the relationship of cognitive classification skills, age and sex to a 3-dimensional measure of children's job attributions, service preferences, and personal vocation choices. These dimensions were measured, respectively, by the following questions: Who do you think would like that job?'', If you needed that job done for you, would you choose a woman, a man, or either one?'', and Would you like to do that job?'' A total of 120 children from early preschool, late preschool, second grade and fourth grade responded to these questions for each of nine jobs. They also stated a free-choice job preference. A subsample of 48 children completed a cognitive classification measure. As age increased, sex typing increased for attributions and service preferences. Match scores between attributions and census reality, service preferences and reality, and attributions and service preferences also increased with age, while the use of sex typed categories in service preferences decreased. Girls were less sex typed than boys on attributions; on service preferences, girls were more sex typed for female jobs and boys for male jobs. The match between service preferences and reality and between attributions and personal job choices was higher for boys than for girls. On free choice items, girls' job choices were more restricted than boys', while boys' responses were more culturally appropriate; on fixed-choice items, girls expressed interest in female jobs and boys in male jobs. Sex differences were also found on free choice and fixed choice job preferences. Age, rather than classification skill, accounted for more variance in the sex typing measures. (Author/SS)

ED 171 386 PS 010 590

Preschool Nutrition Education Monograph.

Society for Nutrition Education, Berkeley, Calif.
Report No.-NNECH-3
Pub Date-Nov 78
Note-50p.
Available from-Society for Nutrition Education, 2140 Shattuck Avenue, Suite 1130, Berkeley, California 94704 ($4.50)
Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Attitudes, *Child Care Workers, Dietetics, *Eating Habits, Educational Programs, Food, Instructional Materials, *Nutrition, *Parent Education, *Preschool Children, Preschool Education, Research, *Training

Sixteen articles relating to preschool nutrition education programs, food habits and nutrient intake of preschoolers, parent education, and training of day care personnel are included in this monograph. Also included are more than fifty evaluative reviews and abstracts of articles, books, pamphlets, and audiovisuals useful as resources and/or teaching materials. Most of the compilation has been published previously in the Journal of Nutrition Education.'' (Author/MP)

ED 171 387 PS 010 591

Gold, Dolores Reis, Myrna

Do Male Teachers in the Early School Years Make a Difference? A Review of the Literature.

Spons Agency-Quebec Dept. of Education, Quebec.
Pub Date- 78
Note-44p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Behavior, Children, Development, Elementary School Students, Elementary School Teachers, *Females, *Males, Preschool Children, Preschool Teachers, School Attitudes, *Sex Role, *Socialization, Student Ability, *Teacher Influence
Identifiers-Cognitive Theory, Social Learning Theory, *Teacher Gender

This literature review examines the influence of teacher gender on child behavior and development from nursery school through the later elementary school grades. Implications of social learning and cognitive theories of gender identification and development are explored, and several studies of the effects of male teachers on students, as well as anecdotal reports, are critically reviewed. Design limitations of many of the studies are pointed out. A few studies of nursery and kindergarten children indicate that male teachers may positively affect boys' perceptions of spatial relations, attitudes, perception of teacher and school environment, sex-role identification, and behavior. Only one of the reviewed studies of early elementary school children provided significant or unconfounded positive findings. Among later elementary school students, male teachers were found to have positively influenced boys' reading vocabulary, comprehension, arithmetic reasoning, mathematical problem solving, teacher-pupil identification, school related self-concepts, perception of teacher-student relationship and consensual view of school. In later elementary grades, male teachers may positively influence boys' masculine sex-role preference and lower psychological effeminancy scores. Overall, few findings indicate that the presence of male teachers provides significant and important benefits. Many other variables may be more important. (Author/RH)

ED 171 388 PS 010 592

Gold, Alice Ross And Others

The Importance of a Neutral'' Category in Research on Sex Stereotypes.

Pub Date-Mar 79

Note-19p.; An earlier version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Age Differences, *Childhood Attitudes, *Elementary School Students, Forced Choice Technique, Peer Influence, Questionnaires, Research, *Sex Differences, Sex Discrimination, *Sex Stereotypes

The benefits of including a neutral category in research on children's sex stereotypes were explored in this research on 236 third, fifth and eighth graders' stereotypes of peers and adults. Stories describing 26 stereotyped traits were given to students to judge as more characteristic of males than females, more characteristic of females than males, or equally characteristic of both sexes. The result showed that the ``same'' or neutral category was useful in clarifying the substance of the stereotypes; many adjectives previously designated as descriptors of one sex were more frequently described as the ``same'' for both sexes. In addition, the greater stereotyping by male respondents, the higher degree of stereotyping of peer over adult stimulus objects, and the curvilinear relationship of grade of respondent and stereotyping (fifth graders gave more stereotyped responses) could be explained through reference to the use of the neutral category. Results appeared to support a cognitive developmental point of view and to question the ideas of linear age increases in stereotyping behavior as formulated by social learning theorists. (Author/MP)

ED 171 389 PS 010 593

Gorelick, Molly C.

Survey of Staff Preparation for Infant/Toddler Development Programs.

Pub Date-78

Note-12p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Care Workers, Credentials, *Educational Background, *Educational Needs, Infants, *Personnel Evaluation, Preschool Education, Skills, Staff Improvement, *Training

Identifiers-California (Los Angeles)

The purpose of this study was to survey the agencies and individuals presently conducting infant/toddler development (ITD) programs in the Los Angeles County area to determine whether the agencies were operated by public or private organizations; the educational background of the individuals staffing these programs and the respondents' recommendations regarding the educational level, competencies and academic preparation required by individuals desiring careers in the ITD field. A questionnaire was developed and sent to 186 agencies listed in the Infant Program Directory of the Los Angeles Area,'' Prenatal and Neonatal Programs in the San Fernando Valley'' and bulletins of other agencies or institutes believed to be involved in ITD programs. Those responding and retained in the analysis (n 93) were divided almost equally between public (49%) and private (51%) agencies. Among the results: 33% of the individuals responding had a 4-year college degree, 60% held a graduate degree, 2% held a high school diploma, and 5% held a community college degree; 78% suggested that the educational background needed to enter that field should be a 4-year college degree or a graduate degree, while 13% indicated a 2-year community college degree, and 10% emphasized the importance of other than formal education. The majority of the respondents were in agreement that no single major or discipline was adequate preparation to conduct programs for infants and toddlers with disabilities. (Author/MP)

ED 171 390 PS 010 594

Legislative Handbook 1979.

Florida Center for Children and Youth, Tallahassee.
Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-79
Note-48p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Budgets, *Citizen Participation, Committees, *Educational Legislation, *Laws, Legislators, *State Legislation
Identifiers-Florida

This legislative handbook for child advocates in Florida features a description of Florida's legislative process, including sessions, leadership and procedure, committees, legislation, public access to legislative information, state publications, and critical stages in the passage of a bill. A legislative glossary and a chart showing the route of a bill through the Florida legislature are provided, along with a narrative explanation of the Florida budget and appropriations system prepared by the staff of the Florida legislature. Also included are a discription of the various kinds of legislative information that will be disseminated by the Florida Center for Children and Youth (FCCY) and some suggestions on what child advocates can do upon receiving the legislative information. The fourth is the FCCY's 1979 legislative priorities including educational alternatives, permanence, early identification, guardian ad litem, group home zoning, psychiatric care for emotionally disturbed foster care children, school breakfasts, perinatal centers, increase in Aid to Families with Dependent Children, delinquency prevention subsidies, and children's health screening programs are briefly described. Appended are a legislative calendar and a list of Representatives and their committee assignments. (Author/MP)

ED 171 391 PS 010 595

Theimer, William C., Jr. Gates-Lewis, Alice

PET with Rural-Suburban Population.

Pub Date-Apr 79

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Rating Scales, *Childhood Attitudes, *Dogmatism, Followup Studies, One Parent Family, *Parent Attitudes, *Parent Child Relationship, *Parent Education, Parent Participation, Parents, Program Evaluation, Research, Rural Family, Suburbs

Identifiers-*Parent Effectiveness Training

This study investigates Parent Effectiveness Training (PET) program effects on 60 single or married parents in a rural/suburban school district. The sample was randomly divided into three groups of 10 single parents and five couples each. One of the groups functioned as a control and received PET after the study was completed. Before and after training and two months later, each parent was asked to respond to the Parent Attitude Survey Scale (PASS) and Rokeach's Dogmatism Scale. The teachers of the participating parents' children rated the children with the Devereux Elementary School Behavior Rating Scale (DESBR), now called the Hahneman Elementary School Behavior Scale. The children of participating parents were interviewed using the Children's Report of Parent Behavior Inventory (CRPBI). No significant treatment effects were found in the PASS or the Dogmatism Scale data. Children of PET parents felt that their parents were more accepting than did children of control group parents. Teachers rated children of trained parents higher on three of the 11 DESBR scales. It is noted that the parents were not all volunteers for training. Also, they had much more negative scores on the PASS test than any other groups reported in the literature. They tested as being dogmatic on the Dogmatism scale. It is concluded that the training had a small effect on parent-child relationships but much work is required to insure long-term training effects. (Author/RH)

ED 171 392 PS 010 596

Davidson, Philip W. And Others

Haptic-Visual Matching of Shape by Mentally Retarded Children: Effects of Stimulus and Haptic Exploratory Activity.

Pub Date-Mar 79

Note-15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, *Complexity Level, Elementary School Students, *Haptic Perception, Junior High School Students, *Mentally Handicapped, Mental Retardation, *Perceptual Development, Preschool Children, Research, *Sensory Experience, Tactual Perception, Videotape Recordings, *Visual Perception

Identifiers-Scanning Styles, *Shape Matching Tasks

This experiment compared retarded and normal subjects at different developmental levels on visual (V) and haptic (H) matching tasks. Systematic observations of variables known to have developmentally linked effects on accuracy, including stimulus complexity and haptic exploratory search style, were made. Seventeen mentally retarded subjects, with chronological ages (CAs) of about 12 years and mental ages (MAs) of either about 5 years or 7.5 years, and 23 normal IQ subjects, with the CAs of about 5, 7.5 or 12 years, matched for identity three sets of stimuli of progressively increasing unfamiliarity. Each child was given four series of 10 matching triads (V-V, V-H, H-V, and H-H) for each stimulus set. Videotape recordings were made of hand movements during haptic exploration and later scored for the occurrence of specific search styles. It was found that accuracy improved with increasing MA, regardless of whether subjects were mentally retarded or normal IQ. Developmental differences were more apparent as stimulus complexity increased. Higher MA subjects showed more active and organized haptic search of more complex stimuli than did lower MA subjects. Sensory modality effects occurred as MA increased but were dependent on stimulus complexity. Mentally retarded children appeared to show developmental improvements in intersensory matching accuracy similar to those observed in normal IQ children, but performance seemed influenced by the nature of the stimulus. These improvements seemed tied to attentional variables such as haptic exploration, just as they are in normal children. (Author/RH)

ED 171 393 PS 010 598

Winner, Ellen And Others

Misunderstanding Metaphor: Cognitive Problem or Pragmatic Problem?

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-Dec 78
Grant-NIE-G-78-0031; Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Children, *Cognitive Processes, *Comprehension Development, Language Skills, Linguistic Competence, *Metaphors, Psychological Studies

Two tasks were used to choose between two rival accounts cognitive vs. pragmatic of children's failure to comprehend metaphors. A total of 120 children, in three age groups (6, 7, and 9 years) were given either an explication or a multiple choice task to assess comprehension of 15 novel comparisons expressed in five alternative forms varying in pragmatic difficulty: predicative metaphors; topicless metaphors; similes; quasi-analogies; and riddles. The form in which a comparison was expressed affected the ease with which it was comprehended: predictive metaphors and similes were the most difficult; topicless metaphors were intermediate; and analogies and riddles were the easiest. The order of difficulty remained constant across age. Results support the hypothesis that, at least for metaphors grounded in physical resemblance, the ability to perceive a resemblance between elements ordinarily classified apart (a cognitive skill) is not sufficient for metaphor comprehension and that additional pragmatic skills are necessary. These results are discussed in detail. (Author/SS)

ED 171 394 PS 010 600

Lewis, Michael

Issues in the Study of Imitation.

Educational Testing Service, Princeton, N.J.

Pub Date-Mar 79

Note-15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Development, Children, *Imitation, *Intentional Learning, Modeling (Psychological), *Research Methodology, *Self Actualization

This paper addresses several issues concerning the nature of imitative acts and the conditions under which they take place. These issues include: (1) the separation of imitative acts from reinforced behavior; (2) the separation of true imitative acts from reflexive acts; (3) the separation of imitative acts from acts which normally have a high likelihood of occurring and from acts which are related to general arousal; (4) the degree and kind of similarity required of the child's action as compared to the model's action; (5) the nature of temporal parameters controlling deferred imitation; (6) the role and nature of the model in imitative behavior; and (7) the nature of the action to be imitated. In addition, the paper raises issues concerning the development of imitation and the role of subjective imitation (actions which are not imitative but which are perceived by parents as imitative) in facilitating parent-child interaction. (SS)

ED 171 395 PS 010 602

Berman, Phyllis W. And Others

Development of Sex Differences in Response to an Infant and to the Caretaker Role.

Pub Date-Mar 79

Note-9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, Behavior Patterns, Females, *Infants, Males, *Preschool Children, Research, Response Mode, *Sex Differences, *Sex Role, *Social Relations, Spontaneous Behavior

This followup study examines the differences between preschool girls and boys in their responses to infants. Thirty-eight day care children (boys and girls age 3 1/2 to 5 1/2 years were observed during individual play in a small play area with a male or female toddler mature enough to interact with the preschoolers socially. The children's behavior was observed in two situations: first during 6 minutes of spontaneous play, and then for 3 minutes after being asked to ``take care of the baby for a few minutes so we can work.'' Since boys were expected (on the basis of previous data) to become less responsive to babies at approximately age 4-1/2, subjects were divided into age groups above and below age 4-1/2. There were nine older boys and nine older girls (age 4-1/2 to 5-1/2 years) and 10 younger boys and 10 younger girls (age 3-1/2 to 4-1/2). It was hypothesized that: (1) sex differences would be dependent on age, and would be present only in the older group; (2) older girls would interact with babies more than younger girls, and older boys would interact less than the younger boys; and (3) the caretaking assignment would further increase differences between sex and age groups. Results show that, in the main, the hypotheses were verified. (Author/MP)

ED 171 396 PS 010 604

Saarni, Carolyn

When 'Not' to Show What You Feel: Children's Understanding of Relations Between Emotional Experience and Expressive Behavior.

Spons Agency-Spencer Foundation, Chicago, Ill.
Pub Date-Mar 79
Note-18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Behavior, *Age Differences, Children, Emotional Development, *Emotional Response, Interpersonal Competence, Psychological Studies, *Sex Differences
Identifiers-*Facial Expression, Rules (Social)

This study examined children's responses to several questions about their use of display rules for expressing emotions i.e., about the circumstances in which they would (1) mask or hide their feelings, (2) dissimulate their feelings through substituting another affective expression, and (3) express their feelings. A total of 60 children, aged 6, 8, and 10 years, were shown comic strip scenarios of four interpersonal conflict situations and asked about the characters' feelings. They then answered questions along the lines noted above about their own experience concerning those feelings. The 6-year-olds differed significantly from 8- and 10-year-olds in having fewer instances of both masked and dissimulated display usage. The 8-year-olds did not differ significantly from the 10-year-olds. Sex of subject had no significant main effect or interaction. Qualitative analyses indicated that children in all age groups were readily able to cite reasons for masking or hiding feelings; one of the most common reasons cited by all age groups was to avoid embarrassment and derision. Older children showed somewhat greater subtlety than younger children in their suggestions for dissimulation. With increasing age, children cited significantly more circumstances in which it would be appropriate to express one's feelings. Response details are provided in appendices. (Author/SS)

Coballes-Vega, Carmen And Others
Bilingual Education Paper Series. The Title VII (Bilingual Education) Fellowship Program: A Preliminary Report.
California State Univ., Los Angeles. National Dissemination and Assessment Center.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Apr 79
Note-19p.
Journal Cit-Bilingual Education Paper Series; v2 n9 Apr 1979
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, College Majors, Dropouts, Employment Level, Enrollment Projections, *Fellowships, *Participant Characteristics, *Program Effectiveness, Program Evaluation, Regional Characteristics, School Surveys, Student Financial Aid, *Teacher Educators
Identifiers-*Elementary Secondary Education Act Title VII

The purpose of this study of the Title VII (Bilingual Education) Fellowship Program was to verify the projected need for bilingual teacher trainers and to assess prior program effectiveness. A 6-item survey instrument was constructed and sent to project directors of 49 institutes of higher education (IHE) that had participated in the fellowship program since its inception in 1975. Replies were received from 44 IHEs. Among the findings it was noted that a significant number of students who did not receive Title VII funds were enrolled in bilingual teacher trainer programs. Most masters and doctoral students were classified as having their disciplinary concentration (major) in bilingual education, although the Office of Bilingual Education had taken the position that bilingual education is an interdisciplinary approach to special educational needs and not an academic discipline. Respondents estimated that 2,000 more bilingual teacher trainers were needed nation wide in the next three years (1979-1982). Funding of doctoral candidates for only 3 years appeared to be inadequate. Masters program graduates may have been more frequently employed as classroom teachers and not as bilingual teacher trainers. It was further noted that some program graduates were unemployed at the time the survey was taken. (Author/RH)

ED 171 398 PS 010 607

Reese, Hayne W.

Verbal Self-Regulation in Historical Perspective.

Pub Date-Mar 79

Note-10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Theories, Cognitive Development, *Cognitive Processes, Historical Reviews, *Mediation Theory, Research, Self Control

Identifiers-Ecological Validity, Metaprocesses, *Verbal Mediation, *Verbal Self Regulation

The concept of verbal self-regulation, or verbal mediation, originated in behavioristic analyses of thinking, but was later extended to cognitivistic analyses. In both applications, the research that was generated was usually deficient in ecological validity. In addition, in some of the research verbal self-regulation was inferred when an overt analogue vocalizing aloud occurred before the instrumental behavior and not when the vocalizing occurred after the instrumental behavior. The reasoning is faulty because the overt analogue could be mediated rather than mediating. A new line of research, concerning knowledge about self-regulation, is suggested. (Author/SS)

ED 171 399 PS 010 611

Iannotti, Ronald J.
The Elements of Empathy.
Pub Date-Mar 79
Note-12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Altruism, Children, Cognitive Development, *Cognitive Measurement, Emotional Development, *Empathy, Measurement Instruments, *Perspective Taking, *Prosocial Behavior, Research, Social Development

When assessing the influence of empathy on prosocial motivation, analyzing empathy alone would lead to a misunderstanding. We must also assess other elements of the situation, such as the altruist's coping skills and situational constraints. In a similar manner empathy itself should be conceptualized as a process with many elements. One way to conceptualize these elements is to categorize them as to whether they are likely to develop in a cumulative, mechanistic, experience-dependent manner (content components of empathy) or to develop in a structural, organismic, process-dependent manner (structure components of empathy). Measures of content components show empathy developing at an early age; measures of structure components indicate continued development in childhood. Discrepant findings concerning the role of empathy in prosocial behavior may be resolved by considering the differential development of these components and by assuming that a minimal level of each is necessary for empathy to mediate prosocial behavior. For example, low or nonsignificant correlations between empathy and altruism have been found for children less than 7 years old. From 7 to 8 years and on, around the time Selman's stage II level of perspective-taking is achieved, significant correlations between empathy and altruism emerge. (Author/SS)

ED 171 400 PS 010 612

Akiyama, M. Michael

Language Acquisition Strategies May Not Be Universal Statement Verification in English and Japanese.

Pub Date-Mar 79
Note-10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Comparative Analysis, *English, Error Analysis (Language), *Japanese, *Language Development, Language Patterns, Language Processing, Language Research, *Language Universals, *Learning Processes, Linguistic Theory, Preschool Children, Psycholinguistics, Psychological Studies, Research

This study attempts to assess the developmental psycholinguistics hypothesis that language acquisition strategies are universal. Four types of statements were focused upon: (1) true affirmative statements (e.g., You are a child''), (2) false affirmative statements (You are a baby''), (3) false negative statements (You aren't a child''), and (4) true negative statements (You aren't a baby''). It was predicted that these types of statements would be acquired in the foregoing order. Eighteen English-speaking and 18 Japanese-speaking children (3 and 4 years of age) were asked to verify (by saying right'' or wrong'') 14 statements from each of the four types. Based on error rates, the English-speaking children seemed to fit the predicted pattern but the Japanese-speaking children made fewer errors with true negative statements than with false negative statements. These results are taken to imply strongly that language acquisition strategies are not always universal. An alternative model to explain the Japanese data is proposed in which Japanese speakers represent negations differently from English speakers. Two theories are suggested to account for this difference. (Author/BH)

ED 171 401 PS 010 613

Williams, Tannis MacBeth

The Impact of Television: A Study of Three Canadian Communities.

Spons Agency-Canada Council, Ottawa (Ontario).
Pub Date-Mar 79
Note-27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Aggression, *Cognitive Development, *Community Characteristics, Creativity, Cross Sectional Studies, Elementary School Students, Junior High School Students, Nonverbal Ability, Psychological Studies, *Reading Skills, Research, *Sex Stereotypes, Social Relations, *Television Viewing, Verbal Ability, Viewing Time
Identifiers-*Canada

This report summarizes the findings of a 2-year longitudinal study of a number of aspects of the effects of television on three small Canadian communities, one of which began receiving broadcasts for the first time during the study. The three communities were roughly matched for population (650-870 people), population of areas served by the towns, income, language spoken (English dominant), proportion of citizens born in Canada, occupational status in the population and major kinds of occupations available. At the beginning of the study, however, one community had no television reception (reception of a Canadian network began shortly after the first phase of the study was completed); the second received only one network (Canadian); and the third received four networks (one Canadian and three U.S.). The major variables investigated in relation to television viewing were (1) children's verbal and physical aggressive behavior, (2) children's reading skills, (3) children's cognitive development (verbal ability, spatial ability and verbal and figural ideational fluency), (4) children's sex role perceptions and (5) the extent of the participation of all age groups in community activities in terms of the available settings for such activities. These variables were investigated at the beginning of the study and 2 years later. Cross-sectional comparisons were made among the communities for given age ranges in addition to longitudinal comparisons within each community. (BH)

ED 171 402 PS 010 614

Miller, Scott A. And Others
Adults' Conceptions of Children's Cognitive Abilities.
Pub Date-Mar 79
Note-34p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Children, *Cognitive Development, Cognitive Tests, *Concept Formation, Developmental Stages, Educational Experience, *Parent Attitudes, Research, Self Concept, Sex Differences
Identifiers-*Nonparent Attitudes, *Person Perception, Piaget (Jean)

This study examined how well adults can make inferences about children's cognitive abilities. Subjects (n 60) were four groups of adults: female parents, female nonparents, male parents, and male nonparents. They were shown the typical method of administering 13 Piagetian tasks, ranging from object permanence to the formal-operational pendulum task. For each task, subjects were asked about average age of mastery, variability in speed of development, possible sex differences, and developmental origins of the concept. Responses to the age question showed a tendency to overestimate ages for the developmentally earliest concepts and to underestimate ages (in some cases quite markedly) for the developmentally later concepts. Subjects were nevertheless fairly accurate in dating many concepts; they were also quite successful at identifying sequences in development, positioning a reversal in only 9 percent of the cases. Responses to the remaining questions varied to some extent across concept; subjects' general tendency, however, was to deemphasize sex differences and variability and to rate self-discovery as the most important contributor to development. Few differences between males and females or parents and nonparents were founded. (Author/RH)

ED 171 403 PS 010 615

Harkness, Sara

The Cultural Context of Child Development.

Pub Date-Mar 79

Note-13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Development, *Cross Cultural Studies, *Cultural Differences, Cultural Environment, Cultural Factors, Developmental Psychology, Infants, *Models, *Research Methodology, Research Problems, Theories

This essay supports William Kessen's recent call for a reorientation of child development research toward studies of the child in context and focuses on problems in monocultural studies of the child to argue that this reorientation will require significant changes in child development research methodology. Research on cultural differences in moral reasoning patterns and infant sleeping behavior is used to argue that a disregard for the role of cultural context in describing the child can lead to a lack of differentiation between the structure of the child's own development and the structure of the environment. Cultural differences in infant motor development are employed to show that when research focuses on only one culture, individual differences in infants are more obvious than differences in contexts and the effects of culture are rendered invisible. The fact that researchers are often members of the culture studied is said to have a similar effect and to encourage the development of genetic or universalistic theories, even of group differences (e.g., IQ) within cultures. It is suggested that what is needed is not merely more cross-cultural studies but also new theories of development produced by the collaboration of anthropologists and psychologists. (Author/BH)

ED 171 404 PS 010 616

Walther, Kay Esther Ponder

Effects of Naturalistic Settings on Spontaneous Verbal Information-Seeking Behavior of 6th-Grade Girls.

Pub Date-Apr 79
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Elementary School Students, Environmental Influences, *Family Influence, Females, Group Structure, *Information Seeking, Mothers, Parent Child Relationship, *Peer Groups, Research, *Spontaneous Behavior, Verbal Communication

The purpose of this ethnographic study was to describe children's verbal information-seeking behavior in different naturalistic settings and to explore factors in those settings other than school which might have bearing on a child's propensity to seek information in school. Subjects were six girls in the same sixth grade classroom. Audio and video tapes were made of their spontaneous interaction at home with their parents, in large and small groups at school, and in peer groups. Interaction from the tapes was transcribed verbatim and instances of information-seeking behavior were classified by form as interrogative or non-interrogative and by function as high or low level. Frequencies and percentages of instances classified by form and function were calculated across all settings and by subject. The major findings of the study pertained to mothers of children who were active information-seekers in all settings. These mothers (1) recognized and responded directly to their children's information-seeking behavior, (2) encouraged their children to persist in information-seeking behavior until the children received answers, and (3) modeled information-seeking behaviors themselves (Author/MP)

Flynn, T. M.

Parental Attitudes and the Pre-School Child's Self-Concept.

Pub Date-Apr 79
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Rearing, *Discipline, *Family Life, Fathers, Females, Males, Marriage, Middle Class, Mothers, *Parent Attitudes, *Parent Child Relationship, Preschool Children, Psychological Studies, Question Answer Interviews, Research, *Self Concept, Self Evaluation
Identifiers-*Parental Authority

This study investigates the relationship between parents' attitudes toward their child, themselves, childrearing and their marriage, and their child's self concept. The subjects were 62 middle class preschool children (3-1/2 to 5 years old) and their parents. The instruments used in the interviews with the children and their parents were (1) the Brown IDS Self-Concept Referents Test as a measure of the child's self concept; (2) Gordon's Use of Parental Authority scale, which asks parents to describe their use of authority, as a measure of the kind and amount of authority exercised by the parents; and (3) two 6-item attitude scales as measures of parents' attitudes toward their children and themselves. It was found that mothers who advocated more control tended to have sons with higher self concepts, that both mothers and fathers of girls advocated significantly more control than mothers and fathers of boys, and that significant negative relationships were found between the boys' self concept measure and the mothers' ratings of both their boys and themselves. The discussion of the results includes comments on the possible causal relationship of marital satisfaction to use of authority and to self concept. Data are presented in three tables. (Author/BH)

ED 171 406 PS 010 618

Asp, Susan And Others

How Does the Mode of Presentation Affect Story Comprehension?

Minnesota Univ., Minneapolis. Inst. of Child Development .

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 79

Contract-400-76-0116

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Children, Cognitive Processes, *Comprehension, Discourse Analysis, Language Processing, Memory, Models, Psycholinguistics, Psychological Studies, *Recall (Psychological), *Story Reading, *Verbal Stimuli, Visual Measures, *Visual Stimuli

Identifiers-*Stein and Glenn Story Grammar

This study indicates that the way in which stories are presented to children (verbal versus pictorial) makes little or no difference in the children's comprehension or recall of the stories. Ninety-six kindergarten and second grade children either looked at a series of pictures (and were told they formed a story) or listened to the story through a set of earphones. The experimental conditions were: (1) mode of presentation (pictorial vs. verbal text), (2) free recall vs. probed recall and (3) Story 1 vs. Story 2. The children's comprehension of the stories was tested by their answers to questions asking them to draw inferences from the stories. The story content was ordered using the Stein and Glenn story grammar. The main findings were: (1) there were no reliable differences in either free or probed recall between the two modes of presentation; (2) while free recall of the internal responses or reactions (emotions, motives, etc.) of the story actors was higher in the text condition than in the picture condition, there was not a statistically reliable difference on this measure between conditions in probed recall and (3) there were no reliable differences in comprehension. Slightly higher performance was found on recall of detail and manner in which actions occurred in the picture condition. It is suggested that children encode and retrieve similar amounts and kinds of information about stories in either condition, indicating that they share a common ``deep structural'' representation. An additional study is briefly described which examined the relative coherence of the two stories. Four tables present descriptions of one of the picture stories and its text equivalent and data from the studies. (Author/BH)

ED 171 407 PS 010 619

Rusnock, Margaret Brandler, Natalia

Time Off-Task: Implications for Learning.

Pittsburgh Univ., Pa.
Pub Date-Apr 79
Note-14p.; Filmed from best available copy; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Class Activities, *Classroom Environment, Classroom Observation Techniques, Classroom Research, *Conduct, Elementary Education, Elementary School Students, Group Instruction, *High Achievers, Individual Instruction, *Low Achievers, Misbehavior, *Student Behavior
Identifiers-*Off Task Activities

This study investigated questions concerning the incidence of student off-task activities, which interrupt learning, in different academic activities, within different activity formats (e.g., individual, group), and among students differing in achievement growth (AG). AG was defined as a pattern of continuous growth during the previous two years in the Total Reading grade-equivalent score on the Stanford Achievement Tests. Fourth grade students from four classrooms in two elementary schools in an integrated urban school district served as the sample. High- and low-AG students were identified in each classroom. Thirty observations of four target students for 30 minutes each were made in four subject areas. Student behavior, type of academic activity, off-task activity and activity format were coded on a minute-by-minute basis. Twenty different academic activities and eight activity combinations were identified and then grouped into 10 categories. Six off-task activity types were found. For each student observation, activity and format interruption rates, percent of time in each off-task activity type, and total time off task were determined. Among the significant findings, the high-AG students were more likely than low-AG students to go off task during creative activities. Low-AG students were more likely to go off task during recitation. High- and low-AG students spent nearly equal amounts of time off task. In the discussion of the results, several implications for educational practice are indicated. (Author/RH)

ED 171 408 PS 010 620

Derevensky, Jeffrey L. Petrushka, Tima L.

Intra and Intersensory Haptic Perception: Their Spatial and Perceptual-Motor Correlates.

Pub Date-Apr 79

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979) ; Best copy available

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Early Childhood Education, Elementary School Students, *Haptic Perception, Kindergarten Children, *Perception Tests, Perceptual Development, *Perceptual Motor Coordination, Research, Sensory Integration, Tactual Perception, Visualization, *Visual Perception, Visual Stimuli

Identifiers-*Intersensory Perception, *Intrasensory Perception, Tactile Stimuli

This study investigated the relationship between intramodal and intermodal information processing and performance on traditional age appropriate tests of spatial and perceptual-motor abilities. The ability of 65 normal kindergarten, first grade and second grade children to match to either a tactile or a visual standard was assessed with a modified haptic perception box. Each child was seen in six 30-trial sessions. The six sessions, representing six conditions, differed in the modality of the standard, the comparison, the method of presentation and hand(s) used for exploration. After the perceptual assessment, each child was given five standard measures of spatial and perceptual-motor abilities. Among the results, small but stable increases in accuracy and haptic scores with increasing age under both intra- and intermodal conditions were found. Differences were greater between kindergarten and first grade children than between first and second grade children. Children highly proficient in haptic information processing tended to explore the objects completely, as if deliberately mapping the shape. Those less proficient tended to haphazardly explore only a few of the objects' characteristics. Tests of spatial ability were correlated with accuracy and haptic scores of both intra- and intermodal tasks, with intermodal performance being more highly correlated with some tests than intramodal performance. Educational implications and directions for further research are indicated. (Author/RH)

Cornbleth, Catherine Korth, Willard

Instructional, Context, and Individual Differences in Pupil Involvement in Learning Activity.

Pub Date-Apr 79
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Elementary Education, *Elementary School Students, Factor Analysis, High Achievers, *Individual Differences, Interaction Process Analysis, Large Group Instruction, *Learning Activities, Low Achievers, Research, Small Group Instruction, *Teaching Methods, *Time Factors (Learning)

Assuming that pupil involvement in academic learning activities (involved time) is a behavioral indicator of pupil learning, this study examined two context variables (subject area, day of the week) one instructional variable (activity format) and one pupil variable (previous achievement growth) in relation to pupil involved time. Individual pupil behavior was observed in fourth grade classrooms and coded according to type of academic activity and activity format (individual, group) during language arts, math, science, and social studies. Differences in involved time were found for subject area, day of the week, and achievement growth. The results were discussed in terms of their implications for making more effective use of allocated instructional time. (Author/MP)

ED 171 410 PS 010 622

Kirst, Michael W. And Others

State Services for Children: An Exploration of Who Benefits, Who Governs.

Stanford Univ., Calif. School of Education.

Spons Agency-Bank Street Coll. of Education, New York, N.Y.; Merrill-Palmer Inst., Detroit, Mich.; Pacific Oaks Coll., Pasadena, Calif.

Pub Date-Apr 79

Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Care, *Information Needs, Political Influences, Program Effectiveness, *Program Evaluation, Research, *Social Services, State Federal Aid, *State Programs, State Surveys

Identifiers-California, Early Periodic Screening Diagnosis and Treatment, Michigan, New York, *Social Security Act Title XX, Special Supplemen Food Program Women Infants Child

This hypothesis-generating study of New York, Michigan and California social services for children attempts to assess the adequacy of Title XX social service programs, the WIC (women, infants and children) feeding program, and the EPSDT (early periodic screening, diagnosis and treatment) program. Data were obtained through literature searches, analysis of government documents, and interviews with government service providers, legislative aides, and consumers of services. Initial conclusions from work in progress are: (1) In the field of children's social services, data compilation is approximately 20 years behind the state of the art for education, and basic data on services provided is not collected for submission to state or federal authorities in any standard format on a recurring basis; (2) From the limited data available, the access of children to quantity and quality in social service programs varies enormously within states, with much larger variations than those discovered in the public financing of education even before the recent school finance reform movement (1968-1978); (3) Federal allocations to states for social service programs comprise a substantial proportion of state Title XX budgets; for several reasons, there is not the same degree of accountability for these funds as for federal education grants; and (4) In all three states Title XX state allocations to localities are purported to be based on need, but closer examination of the formulae and interviews with policy makers revealed that Title XX allocations are determined primarily by political criteria. (Author/RH)

ED 171 411 PS 010 623

Neff, Franklin W.

Classroom Caring and Concern Affect Student Outcomes.

British Columbia Univ., Vancouver. Dept. of Psychology.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Apr 79
Grant-NIMH-G-24859
Note-[illegible]p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Affective Behavior, *Affective Objectives, Basic Skills, Classroom Research, Elementary School Students, *Helping Relationship, Income, Interaction Process Analysis, *Interpersonal Relationship, Productive Thinking, Self Esteem, Student Responsibility, *Student Teacher Relationship, Teacher Influence

Cognitive, affective, and social effects of teacher involvement with students were investigated for two successive years at two grade levels (grades 4 and 5 in the first year; grades 5 and 6 in the second) and three income levels (low, medium, high). The final sample consisted of 910 students in Year 1 and 816 students in Year 2 obtained from 14 schools. Cognitive measures of student outcomes focused on reading comprehension, knowledge and use of references, and mathematics problem solving. Affective measures dealt with a student's sense of competence as a learner, attitudes towards school, and responsibility as a student. Social measures were peer ratings of getting and giving help in the classroom. Teacher involvement was assessed by means of items on two classroom observation category systems. These items focused on behavior that ``warms the climate'' or ``cools the climate'' and behavior that expresses concern, caring and help, or restricts cooperation and is rejecting. In general, results indicated that student performance on all three types of outcomes was higher for high involvement classes, though the data were stronger on cognitive than affective and social measures. The differential impact of teacher involvement on students of various income levels varied with the year of testing, grade level, and type of measure. Extensive tables and references are provided. (SS)

ED 171 412 PS 010 624

Koeller, Shirley

A Review of the Research in Economics in Early Childhood/Elementary Education, K-3.

Pub Date-Apr 79
Note-14p.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Concept Formation, *Curriculum Research, Early Childhood Education, *Economic Education, *Elementary School Curriculum, Preschool Curriculum, Primary Education, Research Needs, Research Problems, *Teacher Education

This paper discusses current studies of economic instruction in early childhood and primary elementary school grades. While it is true that the study of economics has shifted downward to the primary grades, it is unknown exactly how widespread the teaching of economics is at this early level. The few research studies reviewed in this paper use different materials and instructional techniques and vary enormously in quality, scope, design, sample size, population, dependent variables, length of treatment and predictable findings. The newer programs and curriculum materials for the primary grades reported in these studies do offer usable guidelines to follow and are acceptable tools for instruction. However, at the primary level, no program studied provided a ``predetermined curriculum map.'' Areas in need of continued research are the evaluation of short term and long range effects of particular program models in economic education for young children and evaluation of the staffing and training of the teachers of these program models. (Author/RH)

ED 171 413 PS 010 627

Drummond, Robert J.
Self-Concept of Children with Speech Disabilities.

Pub Date- 76
Note-14p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, Behavior Rating Scales, Comparative Analysis, Elementary Education, *Elementary School Students, *Motivation, Research, *Self Concept, Self Concept Tests, *Sex Differences, *Speech Handicapped, Speech Therapy

The purpose of this study was to compare the self concept and achievement motivation of children with speech disabilities undergoing therapy and children with normal speech patterns. A total of 35 boys and 20 girls in grades one through four, from three elementary schools, were selected as having speech problems. A random sample of children without speech problems was selected as a control group. All of the subjects were administered the Self-Concept and Motivation Inventory (SCAMIN). First and second graders were administered the lower elementary form while the third and fourth graders were administered the later elementary form. The examiner read each item and then asked the students to mark the nose on the face, one of five faces, which represented how they really felt inside. The test yielded six scores for each individual: three related to self concept and three to motivation. From comparing the mean SCAMIN scores of the two groups by grade and sex, it was found that: (1) the higher the grade level, the greater the difference between self concept scores of those with speech problems and those with normal patterns; (2) the scores on achievement motivation were higher, but not significantly higher, for the control group; and (3) girls in therapy tended to have higher mean scores on the self concept and achievement motivation scales than boys in therapy. The results partially support the idea that speech difficulties tend to impair self confidence. (Author/MP)

ED 171 414 PS 010 631

Duane, Edward A. Bridgeland, William M.
Children's Services in Michigan: A First Look.
Pub Date- 78
Note-22p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Advocacy, *Child Welfare, *Community Service Programs, *Day Care Services, Educational Programs, Federal Aid, *Federal Programs, Political Influences, *Program Coordination, *Social Agencies, Social Services
Identifiers-*Michigan, *Special Interest Groups

This preliminary report investigates federally funded childhood service programs mediated by state agencies in Michigan in order to uncover possible patterns of differential funding access for various client populations. Social services, public health and education programs were studied statewide to determine their number and nature, funding level and number of children served. A report of the statewide survey is supplemented by brief descriptions of conditions influencing program operations in selected counties. The data suggested that large and well-funded programs within each of the major child impacting agencies are oriented toward economically, socially or physically disadvantaged, high risk children. Overall, agencies provide numerous single strategy programs which are not integrated to serve children and their families with multiple needs. The data also indicate program fragmentation and overlapping functions which may lead to interagency conflict. In the area of educational programs, the importance of politically effective lobbyists for assuring continuous program funding is indicated. Descriptions of selected individual programs in each of the three childhood service areas (The Special Supplementary Food Program for Women, Infants and Children (WIC); ESEA Title I: Trainable Mentally Impaired; ESEA Title VI; Priority 4; and Day Care) are given. Ten recommendations for further research are suggested. Tabulated data on the childhood service agencies at state and county levels are appended. (Author/RH)

ED 171 415 PS 010 633

Jones, Bobbie J. Miller, Louise B.

Four Preschool Programs: Their Lasting Effects.

Pub Date-Apr 79

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Achievement Gains, Achievement Tests, *Black Studies, Comparative Analysis, Elementary School Students, Followup Studies, Intelligence Tests, Longitudinal Studies, *Preschool Programs, *Program Effectiveness, Program Validation, *Reading Level, Research, Socioeconomic Status, Traditional Schools

Identifiers-Bereiter Engelmann, Darcee, Montessori, *Project Head Start

This paper discusses the long-term effects of preschool experience on sixth and seventh grade students. Subjects (n 200) were primarily black, lower-SES, Head Start children who, in 1968-69, were randomly assigned to one of four preschool programs: Bereiter-Engelmann, Darcee, Montessori, and Traditional. In 1976-77, approximately 140 of the children were given the Wechsler Intelligence Scale for Children - Revised (WISC-R) and the Stanford Achievement Test (SAT). Overall F'' Tests on the achievement scores of sixth graders indicated two significant differences among programs on Reading Comprehension (p .05) and Spelling (p .05). Program differences on Reading Total scores were significant at the .10 level. Among seventh graders there were program differences on Reading, Spelling, and Language subtests (p .10). Four multi-variate analyses of variance comparing the SAT Total Reading and Total Math scores and WISC-R Verbal and Performance IQ scores of children in each of the four programs indicated that the Montessori program was consistently superior to the other three programs, although these program differences were not statistically significant. Comparison of sixth and seventh grades shows that preschool program participants made average gains of 6 months in Total Reading and 1 month in Total Math. At grade seven, three groups remained 1 year behind grade level. The Montessori group was about a half year behind grade level. There were no significant IQ differences between the groups. Long-term program effects on achievement were found. Overall, children from the Montessori program consistently outperformed the others. (Author/RH)

ED 171 416 PS 010 639

Sponseller, Doris Bergen Jaworski, Anne Porter

Social and Cognitive Complexity in Young Children's Play: A Longitudinal Analysis.

Pub Date-Apr 79
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, *Cognitive Development, *Complexity Level, Infants, Longitudinal Studies, *Play, Preschool Children, *Sex Differences, Social Behavior, *Social Development
Identifiers-Parten (M B), Piaget (Jean)

The objectives of this study were (1) to observe and describe the social quality and the cognitive type of spontaneous play exhibited in a group of 20 children in a child care setting during two age periods, toddler (14-30 months) and preschool (30-48 months), and (2) to chart the developmental trends using a model of play complexity derived from the theoretical constructs of Piaget and Parten. Comparisons of sex differences also were made. Observational data were collected on videotape and coded according to sequenced categories of social quality (Onlooking-Solitary, Parallel, Associative, and Cooperative Play) and cognitive type (Practice, Symbolic, and Games). Results supported the sequences outlined by Piaget and Parten, although the amount of associative and cooperative play at older ages was not as great as Parten reported. Play complexity increased as age increased. Social and cognitive complexity both were predicted by chronological age and sex, as was overall complexity. Sex differences were evident for cognitive complexity but not for social complexity. The social quality measure was a more useful predictor of play complexity than the cognitive type measure. (Author/SS)

ED 171 417 PS 010 641

McHale, Magda Cordell And Others
Children in the World.
Houston Univ., Tex. Center for Integrative Studies.; Population Reference Bureau, Inc., Washington, D.C.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-79
Note-118p.
Available from-Population Reference Bureau, Inc., 1337 Connecticut Avenue, N. W., Washington, D.C. 20036 (single copy, free)
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Charts, *Children, *Demography, *Developing Nations, Disease Rate, Education, Employment, Foreign Countries, *Global Approach, Health, Medical Services, Nutrition, Population Trends, Quality of Life, Social Indicators. Urban to Rural Migration, *World Problems

This book of charts documents the current situation of children in the less developed regions of the world. Data on population distribution by age and sex, urban growth, social and economic conditions, life expectancy, mortality, health and disease, nutrition, medical care, education, youth participation in the labor force of selected countries and other demographic variables are included. The less developed and more developed countries are frequently compared. Factual textual material accompanies many charts. Most of the data given are drawn from sources compiled in the second half of the 1970s. An outlook for the future in terms of population growth, the basic needs of children and short term goals for meeting the needs of impoverished people is indicated. (RH)

ED 171 418 PS 010 644

Strage, Amy And Others

Elicited Role-Play of Commands and Requests.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Mar 79
Grant-NIMH-26063
Note-9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, Children, *Comprehension, *Language Processing, Psychological Studies, *Research Problems, *Role Playing, *Speech Communication
Identifiers-*Indirect Speech

Children's ability to understand the implied messages in indirect speech was investigated using a role play elicitation task. Subjects were asked to complete story endings using puppets for several scenerios involving a mother and her four children. In each of the stories the mother gives an indirect directive which is supposed to get the children to either stop doing something naughty or to help her do something. In addition, there were two control conditions, one in which the mother remained silent, the other in which the mother could not see the children. It was found that several properties of the role play task itself confounded the children's responses: (1) given the opportunity to build stories, older children tended to make exciting endings rather than follow predictable scripts; (2) children interpreted the scenerios in terms of their own personal experiences and would not engage the puppets in behavior they were unfamiliar with or considered inappropriate; (3) the more routinized the context of the scenerio, the less attention the child needed to give to the verbal directive in order to figure out what was expected of the characters in the story; and (4) it could not be determined whether the mother's indirect directive served to draw the child's attention to the problem that needed to be resolved, or whether the child was processing the intent of the mother's directive. Because of these problems, it was concluded that the role play technique was not suitable for studying children's understanding of indirect speech, and it was suggested that future studies using this technique anticipate the problems encountered in the present study. (Author/SS)

ED 171 419 PS 010 645

Sale of Children in Interstate and Foreign Commerce. Hearings Before the Subcommittee on Criminal Justice of the Committee on the Judiciary, House of Representatives, Ninety-Fifth Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on the Judiciary.
Pub Date-79
Note-110p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adoption, Agencies, *Federal Legislation, *Federal Regulation, Foster Family, Government Role, Infants, Laws, *Legal Responsibility, *Social Problems, Unwed Mothers
Identifiers-Congress 95th, Mann Act

These Congressional Hearings consist of public testimony before the House Judiciary Committee's Subcommittee on Criminal Justice concerning proposed legislation designed to prohibit the sale of children in interstate and foreign commerce. Much of the testimony focuses on the increasingly widespread, marginally legal practices of selling infants into adoption and privately arranging adoptions for a fee. Problems of constructing precise legislative language to criminalize and halt black market baby sales are discussed. Included is testimony counter to the intent of the proposed legislation. (RH)

ED 171 420 PS 010 646

Wagner, Betty Steele, Connie

A Piagetian-Oriented Training Program for Infant Caregivers.

Spons Agency-Texas State Dept. of Human Resources, Austin.; Texas Tech Univ., Lubbock.
Pub Date-Feb 79
Note-12p.; Paper presented at the Annual International Interdisciplinary UAP Conference on Piagetian Theory and Its Implications for the Helping Professions (9th, Los Angeles, California, February 2-3, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Care Centers, *Child Care Workers, *Day Care Services, *Developmental Programs, Early Childhood Education, Higher Education, Instructional Programs, Postsecondary Education, *Teacher Education, *Training
Identifiers-*Child And Parent Services Caregiver Kit, Texas

Information is provided on the following aspects of the Child and Parent Services (CAPS) program for the training of infant caregivers: the modules of study in the caregiver kit, the research basis of the kit, and the use of the kit in teaching field experience courses at the university level. The program was designed for (1) child care aides in group settings, (2) day care providers and Texas Department of Human Resources personnel, and (3) university students majoring in child development. The caregiver kit consists of 10 modules of study which focus on the process of observing, planning, and evaluating environments and planning specific activities for each individual infant. Each module includes slides and coordinated audio cassette tapes; a supplementary picture booklet, an activity booklet, lists of developmental objectives and pre- and posttest questionnaires. The training kit has been field tested in day care centers. (SS)

ED 171 421 PS 010 647

Ohe, Pia

How Do Young Children Learn Geometric Concepts.

Pub Date-Feb 79

Note-19p.; Paper presented at the Annual International Interdisciplinary UAP Conference on Piagetian Theory and Its Implications for the Helping Professions (9th, Los Angeles, California, February 2-3, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Development, *Cultural Differences, Cultural Factors, *Developmental Stages, Early Childhood Education, *Geometric Concepts, Grade 1, Kindergarten Children, *Psychological Studies

Identifiers-*Piagetian Tasks, Spatial Relations

Twenty children (ages 5 and 6) from each of seven cultural groups (Caucasian, Black, Jewish, Puerto Rican, Chinese, Korean-American and native Korean) were given a copying task of 21 geometric shapes to test the cultural invariancy of Piaget's topological-projective-Euclidean concept acquisition sequence. All subjects were either middle or lower socioeconomic status. Results indicated that the cultural groups did not differ significantly from one another in frequency of topological, projective and Euclidean responses. Subjects attained topological and projective competency to approximately the same degree, but Euclidean competency was still being learned. These findings lend strong support to Piaget's premise concerning the developmental sequence of spatial relations in young children. Neither cultural nor ethnic influences seem to affect the orderly development of definite characteristics and stages in this area of children's cognitive knowledge. (Author/SS)

ED 171 422 PS 010 650

Greenberg, Mark T.

Social Interaction Between Deaf Preschoolers and Their Mothers: The Effects of Communication Method and Communication Competence.

Spons Agency-Washington Univ., Seattle. Graduate School.
Pub Date-Mar 79
Grant-PHS-BRS-RR-07096
Note-35p.; Based on portion of Ph.D. dissertation, University of Virginia; Revised and expanded version of paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979) ; Best copy available
Pub Type- Reports - Research (143) - Dissertations/Theses (040) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Aurally Handicapped, *Communicative Competence (Languages), *Deaf Children, Deaf Education, Manual Communication, Mothers, Oral Communication Method, *Parent Child Relationship, Preschool Children, Research, *Social Relations, *Speech Communication

The present study examined the effects of communication mode (oral vs. oral plus manual) and level of communicative competence (high vs. low) on profoundly deaf preschool children's play interactions with their hearing mothers. The sample consisted of 28 dyads equally divided into groups of oral and simultaneous (oral plus manual) communicators that were matched on audiologic and demographic variables. Videotapes of free play interaction were subjected to an interaction analysis. This analysis examined behavior at the level of the dyad or interaction rather than at the level of individuals. The duration and complexity of interaction were strongly affected by both the method and level of communication. Simultaneous dyads had interactions that were longer, more complex, and contained more cooperation and positive affect than did oral dyads. The role of simultaneous communication is discussed in terms of its benefits for both the communicative and social competence of profoundly deaf children. (Author/MP)

ED 171 423 PS 010 651

Evans, Ellis D.
Reflections on the Long Term Effects of Early Intervention.
Pub Date-Apr 79
Note-7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Followup Studies, *Intervention, Longitudinal Studies, *Preschool Education, Preschool Evaluation, *Preschool Programs, *Program Effectiveness, *Program Evaluation, Research Problems

This paper discussed Consortium for Longitudinal Studies findings which demonstrate that, contrary to first impressions from earlier evaluation studies, early intervention preschool programs do have generally positive long term effects. A public information campaign to communicate these findings through all media is advocated. Problems of clarifying the picture of preschool programs, such as variety in program quality, are discussed. To standardize programs for assessment purposes, minimum criteria or experience thresholds for legitimate programs of preschool education should be identified. For more precise program assessment, organismic variables such as hemispheric dominance, cognitive style, anxiety-neuroticism, extraversion and self esteem are considered more relevant to differential response to treatment questions than demographic variables and gross classifications such as pretest IQ, family structure and maternal educational expectations for the child. Further investigation of background variables related to children who are super-responders'' and hard core unresponsives'' to early education is advised. It is suggested that encouraging but limited data on reliability of findings should be tested by comparison with data from other high quality programs. (RH)

ED 171 424　　　　PS 010 652

Welch, Renate L. And Others

Formal Attributes of Television Commercials: Subtle Ways of Transmitting Sex Stereotypes.

Kansas Univ., Lawrence. Dept. of Human Development.
Spons Agency-Spencer Foundation, Chicago, Ill.
Pub Date-Mar 79
Note-16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aggression, *Childrens Television, *Commercial Television, Females, Males, *Sex Stereotypes, *Television Commercials, *Television Research
Identifiers-*Media Techniques

Differences in formal aspects of television commercials aimed at boys and those aimed at girls were investigated. Formal attributes were defined as production techniques such as action, pace, visual effects, dialogue and narration, background music and sound effects. Two aspects of content were also examined: aggressive behavior and the gender of the narrator. Sixty toy advertisements were selected from videotaped records of Saturday and weekday morning children's programming. Twenty of the commercials contained all male characters, 20 contained all female characters, and 20 contained characters of both sexes. These were scored by blind observers for types of formal attributes used and type of aggression portrayed. Compared to female and mixed gender ads, male ads had higher levels of inanimate action, of variability of scenes, of noise effects, and of aggression. Compared to female ads, male and mixed gender ads had higher levels of cuts and of male narration. Female ads had higher levels of fades and dissolves, of female narration, and of background music. There were no differences among the three types of commercials in levels of action by characters, total pace, and total dialogue. These findings are interpeted as indicating subtle sex stereotpying: production techniques in male ads convey action, speed and toughness, while in female ads they convey softness, gentleness and inactivity. (SS)

ED 171 425 PS 010 653

Hertz, Thomas W. Hertz, Susan H.

An Assessment of the Use of Anthropological Perspectives in Ongoing Research on Children and Adolescents.

Pub Date-Mar 79

Note-17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Anthropology, *Child Development, Children, Federal Aid, *Research Methodology, Research Needs, *Research Projects, *Social Science Research

This paper assesses the current status of anthropological contributions to research on child development. The data are provided by the Interagency Research Information System (IRIS), which contains computerized information about most of the research projects on children and adolescents funded by the federal government. Key elements of the anthropological perspective are described, including: (1) the comparative perspective; (2) the holistic perspective; (3) the relativist perspective and the emic/etic distinction and (4) the case study or ethnographic perspective. General areas of research were selected from the IRIS classification scheme, in which anthropological perspectives are most likely to be found. The total number of projects and amount of funding in each of the selected areas are presented. Data are presented for different target groups (e.g., Native Americans), designs/measures (e.g., observational), locations of data collection (e.g., home), and research foci (e.g., ethnic/racial factors). Several key areas were selected for examination of individual abstracts, in order to determine actual levels of use of anthropological perspectives. The authors made judgments concerning the presence of anthropological approaches in all of the projects indentified by IRIS as: (1) ecological; (2) using observational methods; (3) focusing on ethnic/racial culture; or (4) cross-cultural research. The results of this examination show generally low levels of anthropological contributions. (Author/RH)

ED 171 426 PS 010 657

Levin, Stephen R. And Others

Preschoolers' Discrimination of Television Programming and Commercials.

Pub Date-Mar 79

Note-12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, Auditory Discrimination, Cognitive Processes, Commercial Television, Preschool Children, *Programing (Broadcast), Psychological Studies, *Recognition, *Television Commercials, *Television Research, *Television Viewing, Visual Discrimination

This study utilized a recognition procedure to directly assess preschool children's ability to discriminate between programs and commercials in an actual viewing situation. Seventy-two children, equally grouped by sex and age (3, 4, and 5 years) were individually presented with three videotapes. Each tape contained a sample of a 48 ten-second segments of TV programs and commercials; one tape was in a video-only mode, one in audio-only mode and the third in both video and audio. Results indicated that accuracy increased with age, but that even 3-year-olds could discriminate commercials from programs. Errors appeared to be in the direction of misidentifying TV program segments as commercials rather than vice-versa. There were fewer errors for commercials directed at children than for those directed at adults. The effect of mode interacted with age: 4-year-olds discriminated best in the audio-video mode while the 3- and 5-year-olds discriminated equally well in all three modes. The influence of three individual difference characteristics on recognition abilities was additionally investigated: age, children's intellectual skills, the Peabody Picture Vocabulary Test, and parents' estimates of children's exposure to television. Age and PPVT scores were positively correlated with discrimination scores, but TV exposure was negatively correlated with discrimination scores. (Author/SS)

ED 171 427 PS 010 660

Pellegrini, A. D.

America's Daycare Dilemma.

Pub Date-Apr 79
Note-26p.; Paper presented at the National Conference of the Association for Childhood Education International (St. Louis, Missouri, April 8-13, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Care Centers, *Cognitive Development, Early Childhood Education, Educational Programs, Environmental Influences, *Home Programs, *Infants, *Intervention, Measurement Instruments, Nature Nurture Controversy, Parent Child Relationship, Screening Tests

The general intent of this paper is to make a case for educational intervention programs for children age 3 or younger. Section I reviews the developmental psychological literature on the intellectual development of children age 3 and younger. Particular attention is given to the environmental situations which facilitate or retard cognitive development. Section II examines specific early intervention programs (programs in child care centers and also home-based programs) whose common aim is the facilitating of cognitive growth in very young children. The last section reviews a number of frequently used assessment and screening instruments for children from birth to 3 years of age, and examines the validity and reliability of instruments which could be used to measure the impact of educational intervention systems. Also discussed in this section are diagnostic instruments which identify children's weaknesses. (Author/MP)

ED 171 428 PS 010 661

Hrncir, Elizabeth J.

Symbolic Modes of Activity in Two-Year-Old Children.

Pub Date-Feb 79

Note-19p.; Paper presented at the Annual International Interdisciplinary UAP Conferences on Piagetian Theory and Its Implications for the Helping Professions (9th, Los Angeles, California, February 2-3, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, Behavior Patterns, Cognitive Development, Factor Analysis, Infant Behavior, *Infants, *Modeling (Psychological), *Pretend Play, *Research, *Response Mode

The influence of age, sex, representational detail of objects (prototypicality) and adult play suggestions on children's progression of pretend behaviors was studied. A checklist was developed and utilized for coding the responses of 20 children (10 males, 10 females), to objects judged to be high and low prototypical by 12 adults. Children ranged in age 20 to 33 months; mean age was 26.75 months. All children were Anglo and middle socioeconomic status. Presentation of the objects to each child involved four phases: (1) high prototypical objects without adult play suggestions; (2) high prototypical objects with adult play suggestions; (3) low prototypical objects without adult play suggestions; and (4) low prototypical objects with adult play suggestions. All four phases of the procedure for each child were recorded on videotape and coded by three raters trained to use the checklist. Significant differences in children's response frequency were found for age and play suggestions and between younger and older children's demonstrations of responses within the upper levels of the checklist. Results indicated that both age and the use of adult play suggestions influence children's responsiveness to high and low prototypical objects and, consequently, are necessary considerations in attempting to delineate the progression of pretend in late infancy. (Author/MP)

ED 171 429 PS 010 662

Banta, H. David; Thacker, Stephen B.

Costs and Benefits of Electronic Fetal Monitoring: A Review of the Literature. NCHSR Research Report Series.

Center for Disease Control (DHEW/PHS), Atlanta, Ga.; National Center for Health Services Research (DHEW/PHS), Hyattsville, Md.
Report No.-DHEW-PHS-79-3245; NCHSR-79-91
Pub Date-Apr 79
Note-40p.
Available from-NCHSR Publications and Information Branch, 3700 East-West Highway, Room 7-44, Hyattsville, Maryland 20782 (no charge)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Birth, Clinical Diagnosis, *Cost Effectiveness, Infant Mortality, *Medical Care Evaluation, *Medical Treatment, *Quality Control, *Risk, Safety
Identifiers-Electronic Fetal Monitoring

This report focuses on electronic fetal monitoring (EFM) a technology that was developed during the 1960s and has rapidly spread into use in clinical obstetrics. The report includes a review of the extensive published literature on EFM and related subjects. It also contains original calculations concerning the technique's specificity and sensitivity, its predictive value as a diagnostic test, and the financial costs associated with its potential risks. (Author/MP)

ED 171 430	PS 010 663

Reisman, Fredricka Torrance, E. Paul

Comparison of Children's Performance on the Torrance Tests of Creative Thinking and Selected Piagetian Tasks.

Pub Date-Feb 79
Note-13p.; Paper presented at the Annual International Interdisciplinary UAP Conference on Piagetian Theory and Its Implications for the Helping-Professions (9th, Los Angeles, California, February 2-3, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Concept Formation, *Conservation (Concept), Creative Ability, *Creativity Tests, Divergent Thinking, *Elementary School Students, Individual Differences, *Kindergarten Children, *Performance, *Research
Identifiers-Torrance Tests Of Creative Thinking

The purpose of this study was to examine the relationships of children's performance on the Torrance Tests of Creative Thinking (TTCT) and on selected Piagetian tasks of conservation. Study subjects, 133 kindergarten and first grade multi-racial boys and girls, were administered the TTCT-Figural Form A and selected Piagetian tasks of conservation of number, of discontinuous quantity, of mass and of time measurement. Two assumptions were tested: (1) that characteristics of creative thinking, such as flexibility of thought and resistance to premature closure, in particular, also underly ability to conserve, and (2) that those children who attained an above average creativity index on the TTCT would be early conservers. Analysis of variance yielded significant correlations at the .001 level that indicated that conservers were more resistant to premature closure and their thinking was more flexible than non-conservers. ~~A~~ multiple regression of the creativity variables that were significant as a result of canonical correlation was done to identify those useful in predicting readiness for conversation. Piaget's notion of reversibility of thought is brought into question. Conservation is interpreted as reconciling simultaneous opposites or "Janusian thought" taken from the creativity literature. (Author/MP)

ED 171 431 PS 010 665

Werner, Emmy Elisabeth

Cross-Cultural Child Development: A View from the Planet Earth.

Pub Date-79
Note-367p.
Available from-Brooks/Cole Publishing Company, 555 Abnego, Monterey, California 93940 (Paper, $10.95)
Pub Type- Books (010) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Child Development, Cognitive Development, Cognitive Processes, Cognitive Style, Comparative Analysis, *Cross Cultural Studies, *Developing Nations, Educational Needs, Foreign Countries, Health Services, *International Studies, Nutrition, Parent Child Relationship, Peer Influence, Physical Development, Social Development
Identifiers-Africa, Asia, Latin America, Oceania

This book represents a synthesis of current knowledge about the physical, cognitive and social development of young children who live in the developing countries of Africa, Asia, Latin-America, and Oceania. The book develops five major themes: (1) It views child development in a comparative fashion, examining universal sequences in development as well as the diverse behavior patterns that are adaptive in a wide variety of cultural contexts. (2) It focuses on the interrelationship of biological, ecological, and social factors that put constraints on the behavior of children and their caretakers. (3) It reveals options and problems that arise when children and their families are confronted with rapid social change. (4) It points to the practical application of cross-cultural research in intervention programs designed to meet the health, nutritional, and educational needs of young children and their caretakers. (5) It illustrates the contributions of multidisciplinary research and international cooperation in the cross-cultural study of children and in social-action programs. (Author/MP)

ED 171 432 PS 010 668

Schwartz, Judy I.
Language Play.
Pub Date-May 79
Note-36p.
Pub Type- Opinion Papers (120) - Information Analyses (070) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Basic Skills, Children, *Expressive Language, *Language Development, Language Enrichment, *Language Fluency, *Language Patterns, *Play, *Verbal Ability, Verbal Development
Identifiers-*Language Play, Rituals

This paper discusses kinds and characteristics of language play, explores the relationship of such play to wider domains of language and play, and speculates on the possible contributions of language play for language mastery and cognitive development. Jump rope chants and ritual insults (Off my case, potato face'') and other expressive language use by children indicate that children have a particularly keen metalingual awareness. They play with the sound, syntax and semantic dimensions of words (He is sinking-up the rock''). Salient features of language play are regular cadence, repetitiveness and symmetrical pattern. When children have developed the ability to take the perspective of others, they can invent verbal games with explicit rules. Language play gives pleasure, provides practice in handling words, and facilitates mastery of the syntax of language. Through playing with language children verify the reality of language and confirm their knowledge of objects and events. Word play provides children with opportunities to structure experience and order reality by imposing rules on it. While systematic studies of language play are rare, it has been suggested that language play may contribute to later success in reading and writing. Teachers may support very young children's play with language by indirect methods. Later, tongue twisters, puns, pictographs, cryptograms and typographical poetry may be introduced in a classroom atmosphere which supports word play. (Author/RH)

ED 171 433 PS 010 682

Resources for Child Development Associate Training: An Annotated Bibliography. (Spring 1979).
CDA Services and Resource Center, Urbana, Ill.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-79
Contract-105-78-1012
Note-19p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Basic Skills, Bilingual Education, *Child Care Workers, Early Childhood Education, Family School Relationship, Health, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Resources, School Safety, Self Concept, Teacher Responsibility, *Training
Identifiers-*CDA, Child Development Associate

This annotated bibliography lists more than 50 resources for Child Development Associate (CDA) training which were published between 1976 and 1978. Materials are listed under the most appropriate CDA competency and functional area. Materials which are part of a series are listed in a separate section. Ordering information is included in each citation. (Author/RH)

ED 171 434 RC 010 603

Hale, Alan N., Ed.

Directory: Programs in Outdoor Adventure Activities.

Mankato State Univ., Minn.

Pub Date-May 75

Note-79p.

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Costs, *Educational Resources, *Elementary Secondary Education, Handicapped, *Higher Education, *Institutions, *Outdoor Education, Private Schools, *Special Programs, Vocational Education

Identifiers-*Adventure Education

Nearly 200 ongoing educational programs using outdoor adventure as a learning device are listed in this 1975 directory. The program listings, including a broad cross section of outdoor education adventure programs, give the name of each program, program director, address, and phone number, along with a brief description of activities, length of program, ages of participants, and sometimes cost. Programs are then cross indexed by alphabetic order, geographical location, institutions granting credit (broken down into elementary and secondary schools, public and private, and higher education), and special programming (community service, chemical dependency, delinquent youth, freshman orientation, psychiatric, retarded, and vocational exploration). A materials index lists institutions/agencies from which written evaluations, proposals, and program materials are available. (RS)

ED 171 435 RC 011 015

Thomas, Dorothy E.

The Outdoor Classroom.

Pub Date-16 Nov 76
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Botany, Budgets, College Programs, *Educational Objectives, *Elementary Secondary Education, Environmental Education, Experiential Learning, *Inservice Teacher Education, Interdisciplinary Approach, *Learning Laboratories, Natural Sciences, Nature Centers, *Outdoor Education, *Program Development, School Community Relationship, Site Selection, *Teacher Education, Trails
Identifiers-*Elizabeth City State University NC, *Outdoor Classrooms

An Outdoor Classroom to prepare pre-service and in-service teachers to utilize vital natural resources as an outdoor laboratory was established in 1974 by Elizabeth City State University. Because of its proximity to the Great Dismal Swamp and the Atlantic, the university's geographical location made it especially suitable for such a course of study. The classroom area involves a 15-acre tract of wooded land containing many unusual growth patterns of plants, relics of Indian culture, and an abundance of resource material, including a weather station, swamp, pond, stream, and many plant and tree varieties. Students are guided in procedures to be utilized in the selection of study areas, trail markings, plant identification, plant successions, soil profiles, soil testing, and the relationship of abiotic and biotic factors. Some of the stated goals of the Outdoor Classroom are (1) to serve as a laboratory for biological, physical and social sciences as well as the humanities and vocational education; (2) to assist teachers in learning to "set up" outdoor laboratories; (3) to provide an economic "hands on" source of teaching materials; and (4) to assist public school classes and other organizations in acquiring increased knowledge of the environment. Outdoor experiences for community groups and classes from kindergarten through college have been provided and the Outdoor Classroom has done much to establish vitally needed rapport with the public schools and the community at large. (DS)

ED 171 436 RC 011 075

Jasso, Ricardo

Chicano Alcohol Abuse and Alcoholism in the Barrio.

Pub Date-31 Aug 77
Note-45p.; Submitted in partial fulfillment of the requirement for a graduate course in Social Research Practice, Antioch College, Juarez Lincoln University
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Alcoholism, *Attitudes, Community Surveys, Cultural Environment, *Cultural Factors, Drinking, *Mexican Americans, Peer Influence, *Socioeconomic Influences
Identifiers-Casa del Sol TX, Chicanos, *Texas (San Antonio)

Conducted in January 1977, the community survey examined alcohol abuse and alcoholism among Chicanos in the barrios. Data were obtained from 160 respondents (119 females and 41 males) from 3 geographic areas in San Antonio: the Special Impact Area of Casa Del Sol (an alcoholism program) and the cities of San Antonio and Alamo Heights. Information was gathered on the socio-geographic characteristics of the drinking places, alcoholism awareness, family attitudes and opinions about alcoholism, the consequences of alcoholism, drinking cultural patterns and values, and familiarity with Casa Del Sol. The findings included: 50% of the respondents were familiar with Casa Del Sol; 8.7% drank because of peer pressure and expectations, 30% because of personal, familial and economic reasons, 30.6% because les gusta tomar'' (they enjoyed drinking), and 5% for social reasons; 32% had had contact with the jail in an alcohol related issue; 31% responded that drinking was done at home after work or during weekends and 30% said drinking took place at la cantina'' (bar); 49% said they worried about someone who drank in the family; 34.4% defined alcoholism as an un vicio'' a bad vice). Since the majority of the respondents were females, four questions were analyzed to measure the difference in perception and interpretation between the males and females. The analysis showed no difference between the two groups in their responses at the .05 level of significance. (NQ)

ED 171 437 RC 011 103

Gilbert, Elmira O.

Modernization and Changing Sex Role Orientation: The Case of Puerto Rico.

Spons Agency-Auburn Univ., Ala. Dept. of Agricultural Economics and Rural Sociology.; Cooperative State Research Service (DOA), Washington, D.C.; Puerto Rico Univ., Rio Piedras. Agricultural Experiment Station.
Pub Date-Feb 79
Note-74p.; Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-114, Defining and Achieving Life Goals: A Process of Human Resource Development''; Pages 34, 36-38, and 52 may not reproduce well due to small print size; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (New Orleans, Louisiana, February 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, *Changing Attitudes, College Students, Family Income, Individual Characteristics, Industrialization, Multiple Regression Analysis, Parent Influence, Personal Growth, *Personal Values, Place of Residence, Predictor Variables, *Puerto Ricans, Sex Education, *Sex Role, Social Attitudes, *Social Change, Urbanization, Working Parents
Identifiers-*Modernization, *Puerto Rico

To examine differential sex role orientations as one conceptual area indicative of psychological adjustments to modernization, questionnaires were administered to agriculture and home economics students at the University of Puerto Rico. There were two types of independent variables: parental (residence, educational attainment levels, family income, father's occupational status, mother's employment status) and personal (sex, college classification, residence, high school type and size of graduating class, attitudes toward sex education in the schools, premarital sex, and actual premarital sexual experience. The sex role orientation scale was based on traditional Hispanic attitudes. Analytical methods used to test hypotheses were the t-test, Pearson's correlation, and multiple regression. Hypotheses accepted included: (1) parental student sex role orientation scores increased as father's occupation scores increased and with increased urban residential experience; (2) personal females showed more modern sex role orientations than males, and more modern scores were related to increased length of college experience, urban residence, desire for higher education, support for early sex education, and desire for and actual premarital sex. Analysis showed personal characteristics were better predictors of sex role orientations than parental ones. (RS)

Matuszek, Paula Haskin, Christine

Who Are the Disadvantaged and What Should We Do for Them? The Relationship of Family Variables to Achievement and Some Implications for Educational Programming. Publication No. 77.40.

Pub Date-78

Note-20p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Ontario, 1978); Best copy available

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Anglo Americans, Black Students, Community Surveys, *Disadvantaged Youth, Elementary Education, *Family Background, Low Achievers, *Mexican Americans, Parental Background, Performance Factors, *Predictor Variables, Reading Habits, Socioeconomic Influences, *Socioeconomic Status

Identifiers-Austin Independent School District TX, Texas (Austin)

The relationships of various different variables which had been used to define socio-economic status (SES) to achievement for second- and fifth-grade students were examined. Interviews were conducted with 533 parents across the Austin Independent School District to obtain information on job status, age, income, education, attitude toward education, amount of reading in the home, mobility, time spent watching TV, relationships with the school, and the child's preschool, day care and kindergarten experiences. Phone interviews were conducted; those parents not reached by phone were interviewed in person. The initial analysis was a summary of the distribution of the responses. Any item for which more than 90% of the respondents answered the same was not studied further. Either a calculation of the correlation coefficients of each variable related to reading achievement or a calculation of the mean reading achievement scores and an analysis of variance was conducted for the remaining variables. Results were then merged with the achievement scores on the California Achievement Test administered the previous year. In summary, the survey indicated that for the school district, the most consistent indicators of children with lower achievement were those most traditionally'' used for SES parental income, education, and job status. For identification of low SES students for Title I and other special programs, these measures would be the best single measures to use. None of the other variables examined was as consistently related to achievement. (NQ)

ED 171 439 RC 011 260

Past, Present and Future. Dull Knife Memorial College (Indian Action Program Inc.).

Pub Date-Jul 78
Note-45p.
Pub Type- Reports - Descriptive (141) - Non-Print Media (100)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Basic Education, *Adult Education, Adult Vocational Education, American Indians, Associate Degrees, College Curriculum, *Community Colleges, Higher Education, Postsecondary Education, *Program Descriptions, Reservations (Indian), Self Determination, Tribes, *Vocational Education
Identifiers-American Indian Education, *Dull Knife Memorial College MT, *Northern Cheyenne (Tribe), Rural American Indians

Five vocational training programs as well as academic coursework are offered on the Northern Cheyenne Reservation by Dull Knife Memorial College. Established and operated by the Northern Cheyenne, and located in Lame Deer, Montana, the college was chartered by a tribal ordinance in 1975. Approximately 75 trainees are currently involved in the vocational courses and the academic students number between 50 to 120. Accreditation is granted through Miles Community college, 110 miles away, and through this school students may earn Associate in Arts or Associate in Applied Science degrees. Certificates are awarded to those completing the vocational programs in agriculture, building trades, heavy equipment and related mechanics, plumbing trades, and welding. Each program seeks to make its students fully employable in its respective trade. Trainees are paid an hourly stipend while they are in training and are usually placed directly in jobs when they graduate or leave the college. The adult education program offers basic courses in reading, math, and language arts, and five other classes are offered in the General Education Development preparatory program. Other classes are offered in various life skills, driver education, blueprint reading, vocational math, teacher certification, and photojournalism. The reestablishment of a CETA Business Occupations program offering secretarial, clerical, and other office related skills is anticipated. This document describes the founding of the school, its special programs, auxiliary services, and staff organization. (DS)

ED 171 440 RC 011 281

Swanson, Bert E. Cohen, Richard A.

The Small Town in America: A Guide for Study and Community Development.

Institute on Man and Science, Rensselaerville, N. Y.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date- 77

Grant-OEG-6-0-74-7332

Note-235p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-City Problems, Community Attitudes, Community Characteristics, Community Development, Community Planning, *Community Study, *Cultural Factors, Cultural Traits, Decision Making, *Economic Factors, *Leadership, Local Issues, Methods, Political Power, Politics, Power Structure, *Problem Solving, Program Design, Rural Urban Differences, Social Factors, *Social Stratification, Social Values

Identifiers-*Small Communities, *Social Ecology

Small town community improvement planning is often subjected to urban type analysis. When concepts applicable to the largest cities are grafted onto small towns, a misunderstanding of small town problems and prospects is often the result. Social ecology offers a framework for understanding what a small town is, how it functions, and what is uniquely important about it. It focuses on four dimensions: (1) social structure; (2) the local economy; (3) influence patterns; and (4) cultural norms. These dimensions are highly interrelated and to understand a small town (population less than 10,000) without coming to grips with them is impossible, inadequate, and seriously misleading''. In this manual the basic elements of social ecology are explored. Chapter II discusses the social structure of a small town the characteristics and dynamics of grouping small towners according to indicators of status and prestige. Chapter III presents the local economy as an essential analytic component, and Chapter IV explores the patterns of influence who shapes opinions, where decisions are made, and how government is implemented. Chapter V's discussion of cultural norms involves both the kinds of beliefs and values and the institutions that generate and preserve them. In each chapter a discussion guide lists tasks to assist the reader in applying the concepts toward his own community. The final chapter integrates the four dimensions and discusses their meaning for small town problem solving. (Author/DS)

ED 171 441 RC 011 290

Ewert, Alan

Teaching in a Cold Environment.

Pub Date-Mar 79
Note-27p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Climatic Factors, Environmental Influences, Experiential Learning, Field Instruction, Field Trips, *First Aid, *Injuries, Instructional Trips, *Outdoor Education, *Physiology, *Safety, Teacher Role, Teaching Conditions, *Teaching Techniques, Temperature

Instructors who teach outdoors in an environment so cold as to cause injury must satisfy program objectives while avoiding cold injury to themselves and students, help students focus on learning instead of discomfort, and alleviate some students' intense fear of the cold. Dealing with the cold successfully requires a thorough knowledge of: physiological reactions to the cold (shivering, vasodilation); fundamental laws of heat transfer; the causes and current treatments of the most common cold injuries (snowblindness, earache, dehydration, chillblains, hypothermia, and frostbite); and some specific techniques for staying warm (proper clothing properly worn, sleeping warmly, group shelters, "huddling"). Prior to the actual field experience instructors should alleviate fear of the cold by talking about it; teach students about cold injury, the appearance of a healthy body, and techniques for staying warm; establish communication with the students; and conduct a preparatory overnight trip. During the field experience itself instructors should teach by example; guard against dehydration; assume nothing about a student's knowledge or ability until it is observed; transfer much of the responsibility for keeping warm and healthy to the students; and maximize successes. Evaluation of the experience will improve future cold-environment outdoor teaching. (SB)

ED 171 442 RC 011 298

Pray, Bruce S., Sr.

A Step Toward Fairness in Evaluating Handicapped Indian Children. A Formula for Weighing Culture Items on the WISC-R and WAIS.

Spons Agency-Bureau of Indian Affairs (Dept. of Interior), Aberdeen, S. Dak. Aberdeen Area Office.
Pub Date-Jan 79
Note-12p.; A previous version of this paper appeared in the BIA Educational Research Bulletin, Volume 7, No. 1, January 1979
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indians, *Cultural Factors, Culture Free Tests, Evaluation Methods, Handicap Detection, *Handicapped Students, *Intelligence Tests, Learning Disabilities, Mentally Handicapped, Mental Retardation, Scoring Formulas, Test Bias, Testing Problems, *Test Items, Weighted Scores
Identifiers-American Indian Education, Education for All Handicapped Children Act, *Wechsler Adult Intelligence Scale, *Wechsler Intelligence Scale for Children (Revised)

Professional assessment of mental retardation (MR) and learning disabilities (LD) is crucial to the implementation of P.L. 94-142 because it necessarily precedes the employment of trained teachers and because a plan for remediation depends on accurate assessment. Intelligence is a key element in the identification of MR-LD, but competent, fair assessment of handicapped Indian children and an accurate measure of their intelligence depends on culture free testing. With most intelligence tests in use, such as the Stanford Binet and the Wechsler Adult Intelligence Scale (WAIS), the problem of culture differences compounds the problem of the tests themselves when they are used with Indian students. The formula offered as an attempt at a solution to the problem of fair evaluation of Indian handicapped students uses the student's own score to weigh four WISC-R and WAIS subtests (information, comprehension, vocabulary, picture arrangement) identified by the Guilford concept as being very heavily laden with items reflecting knowledge of the dominant culture. Using the student's own score does less violence to the test and to student assessment than rejecting the test or subtest completely. Instructions for using the formula are included. (SB)

Nellis, Lee

What Does Energy Development Mean for Wyoming? A Community Study at Hanna, Wyoming.

Wyoming Univ., Laramie. Office of Special Projects.
Pub Date-74
Note-36p.
Available from-Office of Special Projects, Box 3274, University Station, Laramie, Wyoming 82071 ($2.00)
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, Community Benefits, *Community Change, Community Characteristics, *Community Planning, *Community Problems, Community Services, *Cost Effectiveness, Enrollment Trends, Natural Resources, Population Trends, *Rural Development, Tax Support
Identifiers-Coal Mining, *Energy Development, *Wyoming (Hanna)

The enormous but often overlooked impact of energy resource development on small Western United States communities can be illustrated by the experiences of the traditional coal mining town of Hanna, Wyoming. Coal development doubled the population between 1970 and 1972, and required the addition of a sewer system and a police force, plus the improvement of the water system, supported by a bond issue and federal loans. The community still did not have adequate housing, medical services, paved roads, recreational facilities, or uncrowded schools by 1972. Hanna had gone into debt for relatively few improvements, taxes were up dramatically, the tax base was not expanding, and the decline of per capita services was a possibility. To maximize benefits and minimize costs to communities similarly impacted by energy development, the state should require energy developers to file impact statements regarding the expected effect on local government, land use, population, and economy. Comprehensive community planning should begin prior to a boom and schools should consider the needs of energy industries in their curricula. Finally, an impact tax should be added to the severance tax and paid to impacted communities to turn some of the costs of energy development into local benefits. (SB)

Deaton, Brady J.

Industrialization of Rural Areas: Recent Trends and the Social and Economic Consequences. Staff Paper No. SP-79-5.

Spons Agency-Southern Newspaper Publishers Association, Atlanta, Ga.; Southern Rural Development Center, State College, Miss.
Pub Date-Mar 79
Note-43p.; Paper prepared for the seminar, "The New Rural America", (Mississippi State University, February 18-21, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Attitudes, *Community Change, Community Development, Community Involvement, Community Services, *Economic Change, Economic Disadvantagement, *Industrialization, Industrial Structure, Local Government, Objectives, *Policy Formation, Power Structure, Quality of Life, *Rural Areas, Rural Development, Rural Economics, Rural Population, Social Change, Social Structure, *Social Values, Southern States, Urban to Rural Migration

There is no present consensus regarding long-term consequences of rural industrialization on society. Since 1950, smaller rural communities in the South and Southwestern United States have gained in industrialization due to their generally low-wage non-union labor supply and lower tax structure, both attractive to industry seeking greater profits. The aggressive state and promotional leadership in the South along with federal, state, and local subsidies have proven that even very small communities can attract industry if they are eager to do so and prepared enough to deal positively with the mixed social and economic consequences. Positive economic results such as increased per capita income and more people escaping poverty are offset by more dubious social consequences including unimproved community services, psychological readjustments for workers, weakened horizontal community ties, and outside leadership. The solution to the question of a changing rural social structure lies not in unguided rural industrialization but in a purposive set of policy alternatives based on community values and goals, and in locally-designed means of achieving those goals (including the creation of new capital structures to keep capital working and multiplying at the local level). (SB)

Howell, Robert E. Weir, Ivan L.

An Assessment of Changes in Affiliations in Public Affairs Organizations Among Graduates of Four Intensive Leadership Development Programs.

Pub Date-Aug 78

Note-30p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August, 1978)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Citizen Participation, Community Leaders, *Community Organizations, *Community Service Programs, Educational Programs, Females, Interdisciplinary Approach, *Leader Participation, *Leadership Training, Males, Political Affiliation, *Program Evaluation, *Public Affairs Education, *Rural Population, Sex Differences, Voluntary Agencies

Identifiers-California, Michigan, Montana, Pennsylvania

Intensive leadership development programs in Pennsylvania, Michigan California, and Montana positively affected the participation of program graduates in public affairs organizations. The programs, begun in 1965, and designed to prepare young men and women from rural areas for more effective leadership in agricultural and public affairs, consisted of up to 123 days of workshop and seminar training over a three year period on local, state, national, and international levels. As expected, a consistent pattern of increased affiliation with public service organizations emerged from an analysis of data gathered from program graduates. Although there were no controls for sex, age, family characteristics, or socio-economic status, graduates in all four states increased their affiliations by an overall 57.6%. In all states the greatest gains in affiliations appeared in governmental and quasi-governmental public service organizations, followed by voluntary public service organizations. Participation in political parties, clubs, and interest groups rose in Michigan and Pennsylvania but declined in California and Montana. Overall, education service organizations showed the most gain, followed by planning and coordination services, especially those relating to land use, and economic and industrial development. (SB)

ED 171 446 RC 011 316

Howell, Robert E. Cook, Annabel Kirschner

A Consideration of the Impacts of Two Intensive Rural Leadership Development Programs on Male and Female Participants.

Pub Date-Aug 78
Note-36p.; Proceedings of the Annual Meeting of the Rural Sociological Society (San Francisco, California, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Citizen Participation, Community Leaders, Community Organizations, Community Service Programs, Educational Programs, *Females, Interdisciplinary Approach, Leader Participation, *Leadership Training, *Males, Program Evaluation, *Public Affairs Education, *Rural Population, Sex Differences, *Voluntary Agencies
Identifiers-Montana, Pennsylvania

The comparative impact of 2 intensive rural leadership development programs on male and female participants in Montana and Pennsylvania was examined. One goal of the one to three year programs (to increase the participants' involvement in public affairs organization) was tested by analysis of pre- and posttest data regarding participants affiliations with voluntary associations. The associations were divided into expressive organizations (fraternal, sports, religious, military) and instrumental organizations (government, public service, economic associations, political parties). As expected, both male and female program graduates evidenced high participation in voluntary associations, more so in instrumental than in expressive organizations, despite differences between state programs. Differences by sex did occur in some detailed analyses. Men in all but the one year program increased their participation in expressive groups while women did not. Also as expected, there were differences by sex on the types of instrumental organizations in which gains in participation took place. Men showed the greatest increased participation in economic organizations, while women had increased activity in public service and government organizations. In general, the two and three year programs benefitted both male and female program graduates in terms of increased participation in instrumental organizations. (SB)

Miller, Dorcas S.

The Healthy Trail Food Book.

Pub Date-76
Note-65p.; Not avaiable in hard copy due to author's preference
Available from-The East Woods Press, 820 East Boulevard, Charlotte, North Carolina 28203 ($3.95)
Pub Type- Reference Materials (130) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Camping, *Cooking Instruction, *Food, *Nutrition, *Outdoor Education, Physical Activities, Recreation, *Trails
Identifiers-Expeditions, *Recipes

An 800-mile canoe trip down a Canadian river provided the testing ground for the tenets of this trail food book. On the seven week expedition two pounds of food per person per day at a daily cost of $1.70 were carried. The only perishables were cheese, margarine, and onions. Recipes and menu ideas from that expedition are provided along with information needed in planning food for a long excursion in the wilds. The first chapter outlines background information on: (1) basic nutrition; (2) good sources of protein, carbohydrates and fats; (3) purchasing and packing food; and (4) trail cooking methods. Chapter two provides recipes, menu ideas, and sample meals for easy to prepare foods. The breakfast recipes include cooked and cold cereals, fried bulgar, granola, biscuits, donuts, pancakes, and scrambled eggs. Lunch recipes are based on such breads as bannock, logan, and oatmeal bars combined with cheese, peanut butter, salami, and other munchies''. Dinner recipes include a mixed grain dinner, various kinds of rices, chili, pasta, and chowders. Chapters two and three present information necessary to plan for winter expeditions, long trips, and group trips. A chart is given on the nutritional content of trail foods in portions commonly used. The last chapter tells how to figure the quantities needed per person. (DS)

ED 171 448 RC 011 332

Tijerina, Andres A.
Service Delivery for Mexican-American Children. Coursebook.
Texas Univ., Austin. Center for Social Work Research.
Spons Agency-Texas State Dept. of Human Resources, Austin.
Pub Date-Aug 78
Note-41p.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Caseworker Approach, *Children, Child Welfare, Community Characteristics, *Cross Cultural Training, *Cultural Background, Cultural Differences, *Cultural Factors, Demography, Family Life, Family Problems, Group Dynamics, Human Services, *Instructional Materials, *Mexican Americans, Migrants, Neglected Children, Social Services, Social Work
Identifiers-Barrios, Curanderismo

A special curriculum to be used in training sessions on Mexican American culture was developed to assist Texas Department of Human Resources personnel with service delivery for Mexican American children. Designed to heighten awareness in caseworkers and other personnel on the cultural variables affecting their relationship with Mexican American clients, the curriculum is organized into three modules which may be conducted in two days or in three half-day sessions. The first module introduces the Mexican American family and culture, the Mexican heritage in Texas, the role of culture in social casework, and the practice of Curanderismo, which involves faith healing and the use of medicinal herbs. The second module involves the Mexican American community as it looks at the barrio and its resources and undesirable characteristics. It also examines the effects of migrant life on many Mexican Americans. Situational conditions related to child welfare and resources useful to child welfare in the barrio are discussed, along with obstacles to effective casework intervention. The final module deals with aspects of the Mexican American family, including child abuse and neglect, the effect of poverty as it relates to neglect cases, family relationships, and patterns of behavior common to Mexican American children. Videotapes and slides are used as supplements. Discussions to exchange ideas and opinions are considered essential to the successful learning process and conclude each module. (DS)

ED 171 449 RC 011 334

Service Delivery to Elderly Mexican-Americans.

Texas Univ., Austin. Center for Social Work Research.
Spons Agency-Texas State Dept. of Human Resources, Austin.
Pub Date-Jul 77
Note-48p.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Caseworker Approach, Caseworkers, Community Characteristics, Coping, *Cross Cultural Training, *Cultural Background, Cultural Differences, Cultural Factors, Demography, Family Life, Human Services, *Instructional Materials, *Mexican Americans, Needs Assessment, *Older Adults, *Senior Citizens, Social Services, Social Work, Sociocultural Patterns

Identifiers-Barrios, Curanderismo, Hispanics

A curriculum examining various aspects of the Mexican American culture was designed for a training program conducted by the Texas Department of Public Welfare for its case workers and other personnel. Intended to heighten awareness of the cultural variables affecting the relationship of Mexican American clients to case workers and to the utilization of social services, the curriculum is arranged into four modules which may be conducted in two full days or in four half-day sessions. The first provides an introduction to the Mexican American household and culture; describes family traditions, values, the Curanderismo healing practices and coping mechanisms; and examines traditional cultural views and traits. The second module looks at patterns of Mexican American life and includes demographic characteristics, as well as facts and statistics relating to facets of an elderly Mexican person's daily life. It helps the caseworker identify probable needs of the elderly and assess their coping abilities. The Mexican American community is the subject of the third module. It lists resources as well as undesirable characteristics of the barrio and identifies potential obstacles to effective interaction with elderly Mexican Americans. The final module deals with Mexican civil rights and trends influencing the present social status of the Mexican American. Each of the four modules presents opportunities for discussion to exchange ideas and opinions. (DS)

Lewis, Martha Wells
The Role of Women in Rural Youth Transitions.

Spons Agency-National Manpower Inst., Washington, D.C.
Pub Date-Jan 78
Note-11p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Strategies, Employment Opportunities, Farmers, *Females, *Productive Living, Productivity, *Role Models, Rural Economics, *Rural Farm Residents, *Rural Youth, Sex Role, Values, *Womens Education, Working Women, Youth Opportunities
Identifiers-4H Programs, Green Thumb Green Light Program, *School to Work Transitions

Although the situation is changing, rural America has been the scene of declining opportunity for 50 years. For the many rural females left behind in communities depleted by outmigration, there are limited opportunities and few role models besides that of wife, mother, and farm woman. The role of farm woman is demanding, self satisfying, and crucial to the well being of the family enterprise, yet not considered productive in economic terms. Most rural women come from a strong, resourceful tradition. They provide a social link to the community and a work hand on the farm whenever necessary. However, there are many rural women who face isolation, depression, and despair every day; it is these women who must be given hope. Work transition strategies for rural youth should involve the recognition and the respect of the work that women do, and the realization that being a farm wife is a probable vocation for many rural girls. Women should be brought into the planning processes and school staff should be aware of and respect Title IX, the basic anti-sex discrimination in education statute. The most sensible strategies involve continuing current practices such as the 4-H Club and Green Thumb, which provide creative school-to-work transition experiences for both boys and girls. (SB)

ED 171 451 RC 011 362

Pulu, Tupou L.

Interim and Final Reports of the Bilingual Education Project in Yup'ik Eskimo, FY 75.

Spons Agency-Alaska State-Operated Schools, Anchorage.; Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Oct 75
Grant-OEG-0-70-3471
Note-105p.; Not available in hard copy due to print quality

Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alaska Natives, *Bilingual Education, Bilingual Teachers, Cultural Awareness, *Elementary Education, English (Second Language), Eskimo Aleut Languages, Instructional Materials, Language Dominance, Non English Speaking, *Program Content, *Program Evaluation, Second Languages, Teacher Education, Test Results
Identifiers-*Alaska, Elementary Secondary Education Act Title VII, *Yup'ik Eskimo (Language)

The Bilingual Education Project for the Yup'ik Eskimo was funded under Title VII (ESEA) and in fiscal year 1975 operated in seven Alaskan villages. Some 425 children in grades K-3 received bilingual instruction in the village schools of Aleknagik North Shore, Atmautluak, Bethel, Kongiganek, Manokotak, Togiak and Twin Hills. Materials were developed by the Yup'ik Eskimo Language Workshop and included materials for use in Yup'ik as a first or second language. At some schools such as Aleknagik N.S., English was the dominant language of most of the children and was used as the medium of instruction. Students in Kongiganek were taught all subjects in Yup'ik and English was taught as the second language. When taught as the second language, English instruction was carried out an hour a day in the first grade, two hours a day in the second, and three in the third. Tests given at the end of the year indicate the bilingual approach for monolingual Yup'ik children is more effective than a non-bilingual approach. It presents such extra advantages as the children gaining literacy skills in the Native tongue, beginning school in the home language, learning from a Native teacher who brings other relevant cultural traits to the learning situation, and being part of a program supported and esteemed by parents and the community. This document summarizes such activities as materials development, teacher training, meetings, test results, program objectives, and program evaluation. (DS)

ED 171 452 RC 011 363

Annual Report of the Texas Migrant Education Program ESEA Title I 1977-78.

Texas Education Agency, Austin. Div. of Evaluation.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date-Dec 78

Note-45p.; For related document see ED 152 463

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, *Ancillary Services, Educational Finance, Elementary Secondary Education, Enrichment Programs, *Instructional Programs, Kindergarten, Mathematics, *Migrant Education, Parent Participation, *Program Costs, Reading Achievement, *State Programs, Summer Programs, *Supplementary Education

Identifiers-Elementary Secondary Education Act Title I, *Texas

During 1977-78 the Texas Migrant Education Program provided supplementary instructional and support services to 85,302 children of migratory parents. Title I Migrant funds of $30,330,453 were expended for regular term programs by 271 participating Texas school districts and four nonprofit organizations. Supplementary instruction was provided to migrant students in reading, oral language development, communication skills, enrichment experiences, English language arts, and mathematics. Support services included food, clothing, transportation, attendance services, fees, guidance and counseling, and dental and medical services. The four nonprofit organizations funded to operate prekindergarten programs provided a wide range of readiness activities, recreation and support services to 2,931 four-year-olds. Most of the children participating in the Texas migrant programs were in the elementary grades. The most frequently occurring instructional activity was supplementary reading, with 37,662 pupils participating. Elementary students showed a mean gain of 0.7 months per month of reading instruction; students from grades 7-12 showed a mean gain of 0.8 months per month of instruction. Parent-school-community involvement activities were also conducted in all Texas Migrant programs. The Summer Migrant Program involved 6,947 students, primarily in the elementary grades. These students received supplementary instruction in reading, math, oral language, or any other area needed. (DS)

ED 171 453 RC 011 364

Youth Hostels. Hearing before the Subcommittee on National Parks and Insular Affairs of the Committee on Interior and Insular Affairs. House of Representatives, 95th Congress, Second Session on H.R. 13557 (August 14, 1978).

Congress of the U.S., Washington, D.C.

Pub Date-14 Aug 78

Note-82p.; Not available in hard copy due to small print size of original document

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Agency Role, Educational Finance, *Federal Legislation, Government Role, *Grants, *Outdoor Education, Recreational Activities, *Recreational Facilities, Recreation Legislation, Tourism, *Travel, Youth

Identifiers-*American Youth Hostel Act 1978, American Youth Hostels Inc, Congress 95th, Youth Hostels

Representatives from the House of Representatives, American Youth Hostels, Inc. (AYH), the Council on International Exchange, Amtrak, the National Association for Foreign Student Affairs, Trancare, Inc. of Maryland, and the East Coast Bicycle Congress testified in favor of H.R. 13557 at the August 14, 1978, hearing in Washington, D.C. H.R. 13557 was proposed to provide grants administered by AYH to renovate existing structures and construct four new structures for use as youth hostels in order to further the development of a national system of youth hostels and increase the opportunities for outdoor recreation and educational travel. While in support of the bill, the representatives of Trancare voiced concern regarding the possible monopolistic control of AYH, exclusion from financial controls for the corporation, and discrimination based on fee variance for members and non-members of AYH. (SB)

Wiener, Steve

Equity for Rural School Districts: The Final Report of the Countryside Council's School Finance Task Force.

Citizens Countryside Council, Marshall, Minn.

Pub Date-28 Feb 79

Note-74p.; Not available in hard copy due to extensive use of small print throughout original document

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Assessed Valuation, *Educational Finance, Elementary Secondary Education, Financial Support, Investigations, *Property Taxes, Rural Areas, *Rural School Systems, Rural Urban Differences, School District Spending, School Support, *State Aid, *Tax Support

Identifiers-*Foundation Aid, *Minnesota

Soaring values of agricultural land have created inequities in funding between urban and rural school districts in Minnesota. The state's Foundation Aid to school districts is formulated so that districts of high property valuation receive less Foundation Aid than those districts with low property valuation. In recent years inflation has had unequal effects on property values, with agricultural land values rising twice as much as those of metropolitan residential property. Consequently, in 1978-79 some smaller than average schools with a proponderance of agricultural land in the district received no Foundation Aid at all. This inequity is the major problem that must be confronted within Minnesota's present system of school financing, according to the 135-member task force appointed by the Citizens Countryside Council to research into the factors affecting school financing in southwestern and west central Minnesota. This final report of that task force includes a description of the Foundation Aid System and how it is formulated, as well as the findings, conclusions, and recommendations of the task force. Much of the document consists of tabular data on such areas as total pupil units, valuations, estimated Foundation Aid and local revenues on each of the school districts in the Council's 19 service areas. Somewhat similar data for all the school districts in the state is also given. (DS)

ED 171 455 RC 011 366

Aronson, Lisa

Environmental Education A Unique Therapy.

Pub Date-Jan 79
Note-15p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Camping, *Conservation Education, Cultural Awareness, *Environmental Education, *Experiential Learning, Group Relations, Instructional Trips, *Outdoor Education, Self Actualization, Self Concept, Sensitivity Training, Therapy, *Travel, Youth
Identifiers-Expeditions, *National Audubon Society Expedition Institute, *Reality Therapy

Under the direction of the National Audubon Society Expedition, a special nine-month school tours the United States and in the process its students learn all about their country and come to a better understanding of themselves as well. Each year approximately 20 students from diverse backgrounds and ranging in age from 15 to 23 years participate in the expedition which was formed by educators Mike and Diana Cohen. The group travels across the country in a school bus, camping along the way. It draws questions from the social and natural environment around it and finds answers through talks with experts such as farmers, scientists, historians, musicians, and rangers. Reading, observation, written work, and group critiques are also important. During one expedition year the young people spent two weeks working on a Mennonite farm, lived another two weeks on a Hopi reservation studying Hopi religious ceremonials, and explored tropical reefs on the island of St. John. The program not only teaches conservation and environmental appreciation, it also functions as a form of therapy in which students learn to be curious and probing, to listen to their feelings, and to question their values and those of the society around them. This paper summarizes the experiences of one of the participants in the program with particular emphasis directed toward the psychological benefits to be gained. (DS)

Jones, Heather Bullock, Rodger

The Sweet Taste of Spring: An Integrated Approach to a Springtime Phenomenon.

Forest Valley Outdoor Education Centre, Willowdale (Ontario).
Spons Agency-North York Board of Education, Willowdale (Ontario).
Pub Date-Jan 79
Note-53p.; Not available in hard copy due to publisher's preference
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Art Activities, *Elementary Education, *Experiential Learning, Field Instruction, *Field Trips, Health Education, Home Economics, Interdisciplinary Approach, Language Arts, *Learning Activities, Mathematics Instruction, *Outdoor Education, Science Instruction, Social Studies
Identifiers-*Maple Syrup

A visit to a maple sugar bush has become a traditional springtime ritual for many school classes in northern areas. The sensations and experiences from this early springtime activity can be used for a number of study areas, including science, mathematics, art, social studies, home economics, language arts and health. This document provides learning activities for each of these areas that can grow out of students' study of maple sugar production. A number of specific maple syrup-related activities are also included. Children may learn to identify the different species of trees, measure the circumferance of sugar maples to determine the number of holes to be drilled for taps, and participate in the actual tapping of a tree. They may also learn how to measure sap flow and record it on charts for each tree; with graphs they record the effects of factors influencing sap flow such as temperature, weather conditions, size and location of trees and heights of the tapholes from the ground. Through the use of the Hydrometer method students learn to measure the sugar content of the sap. A number of recipes for cookies, cakes, and other maple ``goodies'' are given, and work with them would provide practice in the use of metric measurements. In addition to all types of learning activities, this book provides teacher background information in such areas as the historical background of maple sugar production and methods by which sap is collected and syrup and sugar produced. (DS)

ED 171 457 RC 011 369

Helbock, Richard W.

The Evolution of a Tri-Cultural Pattern of Settlements in Hispano New Mexico.

Pub Date-May 74
Note-34p.
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Culture, *American Indian Culture, American Indians, Anglo Americans, Community Characteristics, *Cultural Background, Cultural Context, Cultural Environment, *Cultural Pluralism, Demography, *Land Settlement, Local History, Population Trends, Rural Areas, Spanish Americans, *Spanish Culture
Identifiers-*New Mexico (Rio Arriba County)

The first settlements in Rio Arriba County, New Mexico, were the 14th century Tewa Indian Pueblos, autonomous socio-economic units based on agriculture. Similar Hispano villages were founded by colonists beginning in the late 16th century and continuing to the early 19th century, when the Chama Valley was used increasingly as a trade route. After the 1848 Treaty of Guadalupe Hidalgo, Anglo settlers (cattlemen, railroad employees, miners) arrived in the area and completed the tri-cultural makeup of the county. Each culture contributed to the county's ideas of political, social, and economic community linkages. During the early 20th century, the traditional Indian and Hispanic village pattern began to evolve into a settlement hierarchy; Chama and Espanola evolved as the county's dominant towns. Although the towns were new, they were both associated with the railroad which guaranteed a trade advantage. The shift to highway transportation helped establish Espanola as the county's leading trade center and largest town. Like Chama and Dulce, somewhat smaller communities, Espanola was originated by Anglo settlers in the late 19th century. Completing the settlement hierarchy are the Indian and Hispanic villages which have remained very small and provide few community services besides elementary schooling. (Author/SB)

ED 171 458 RC 011 370

YCC at Work The 1977 Program Year.

Spons Agency-Department of Agriculture, Washington, D.C. Human Resources Programs.; Department of the Interior, Washington, D.C. Office of Youth Programs.; Forest Service (DOA), Washington, D.C.
Pub Date-77
Note-65p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Conservation (Environment), Conservation Education, Educational Games, *Environmental Education, Experiential Learning, Facility Improvement, *Federal Programs, Forestry, *Outdoor Education, Perception, Projects, Resident Camp Programs, Simulation, *Summer Programs, Trails, Water Resources, Wildlife Management, *Youth Employment
Identifiers-Environmental Awareness, *Youth Conservation Corps

Development of environmentally knowledgeable, concerned future citizens is the ultimate goal of the Youth Conservation Corps (YCC), a program to accomplish needed conservation work on public lands while providing gainful employment for males and females aged 15 to 18. Selected work projects contribute to the resource and to the environmental awareness (EA) of YCC enrollees. Activities designed to allow learning about the total environment, such as simulation games and land use problem solving, are integrated into the work program in both residential and non-residential YCC programs in all project areas. In 1977 nearly 40,000 YCC enrollees worked for an average of $540.50 to create or improve 24,178 acres of wildlife habitat, construct 796 miles of trail, aid 647,212 park and forest visitors, thin and improve 7603 acres of forest land, and maintain 1465 miles of trails. These projects were valued at $47 million. Federal YCC funding in 1977 was $52 million. Largely satisfied with the program, enrollees' EA rose an average of 11.81% based on pre- and posttests. Among 1978 goals are better minority representation at staff levels, more effective evaluation methods, and greater emphasis on urban programs and residential camps. (SB)

ED 171 459 RC 011 371

Eastmond, Jefferson N.
A Strategy for Upgrading Primary Education in Pakistan.
Spons Agency-Ministry of Education, Islamabad (Pakistan). Bureau of Educational Planning.
Pub Date-Apr 77
Note-38p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attendance, Attitudes, Educational Administration, *Educational Experiments, *Educational Improvement, *Educational Planning, *Educational Research, *Primary Education, Research Needs, *Rural Education, Rural Environment, School Buildings, School Districts, School Environment, Teachers, Womens Education
Identifiers-*Pakistan

Upgrading education requires a systematic effort to resolve its problems, expand its impact, and improve its quality by (1) acquiring commitment, (2) determining the present status, (3) setting goals and establishing a plan, (4) executing the plan, and (5) monitoring and evaluating progress. In Pakistan, a national commitment is needed to solve the problems of primary education. In all districts, school mapping and current pupil participation studies should be conducted followed by a planning exercise to provide guidelines and a sequence for completion of specific school projects. This would culminate in a national plan for the systematic development of primary education. Evaluation (via the Gross Product of Education) of the goals for primary education should be considered in the context of total education development. Spending more money will not provide measurable improvements in pupil attendance, but solutions to educational problems can be provided through empirical research such as that conducted in 1976-77 in the areas of female education and pupil attendance, participatory planning, village attitudes and environments, education management and supervision, learning environments, teacher personnel, and school buildings. Future research in these areas should focus on how best to channel resources to fulfill district plans, adult education, school health programs, and the more effective use of staff. (SB)

ED 171 460 RC 011 372

Shah, Saeed Ullah Eastmond, Jefferson N.

Primary Education in the Rural Villages of Pakistan, 1976-1977.

Spons Agency-Ministry of Education, Islamabad (Pakistan). Bureau of Educational Planning.

Pub Date-Jan 77

Note-190p.; Parts may be marginally legible due to light print

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Attendance, Developing Nations, *Dropout Research, Economically Disadvantaged, Educational Administration, Educational Experiments, Educational Facilities, *Educational Improvement, Educationally Disadvantaged, National Surveys, *Primary Education, Program Coordination, Research Design, *Rural Development, Rural Dropouts, *Rural Education, Rural Population, Rural Schools, School Community Relationship, *Womens Education

Identifiers-*Pakistan

Data collection from 25 school districts throughout Pakistan and subsequent educational experiments in selected villages highlight 1976-77 research to identify causes of primary school dropout and to suggest primary education improvements to benefit Pakistan's rural poor, especially women. In the 416 villages studied only 1/3 of the total primary age population and 1/4 of the girls attend school, although certain provinces have consistently higher attendance than others. After their first year, nearly 50% of the girls and 40% of the boys drop out because of expense, parental attitude or illiteracy, lack of interest, illness, inadequate facilities, or purdah. Dropouts consistently rate lower on tests for personality, family and school success factors, skills, and knowledge. Attendance, the most significant barrier to expansion of the primary education system, could be improved by: inexpensive, locally acceptable solutions; reorganized administration; Ministerial cooperation; teacher aides; and reinforcing village development in general. Any educational improvement program coordinating school and non-school village factors with other village resources is likely to succeed. Educational experiments reflecting the conclusions are being conducted in 16 villages; more are planned. The extensive annexes and appendices contain detailed funding calculations for a proposed primary education project and a detailed project description. (SB)

ED 171 461 RC 011 373

Easton, Stanley E.

Educational Outcomes of Social Studies Programs in Rural Schools.

Pub Date-Nov 77
Note-8p.; Paper presented at the Meeting of the National Council for the Social Studies (Cincinnati, Ohio, November 1977)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Adolescents, Current Events, Economics, *Educational Assessment, Educational Diagnosis, Educational Quality, Geography, Grade 8, History, *Knowledge Level, Political Science, *Rural Education, Rural Schools, *Rural Youth, Social Problems, *Social Studies, World Affairs
Identifiers-*National Assessment of Educational Progress

Performance of rural 13-year-olds on the 1971-1972 social studies assessment by the National Assessment of Educational Progress (NAEP) were reviewed in terms of three major exercise themes. Performance on skill exercises revealed rural strengths in source selection and human affairs insights, but weaknesses in reading maps and graphs. Fewer than 30% determined the social message behind selected songs. Results of knowledge exercises revealed that rural students know much about local issues, and the distribution of federal, state, and local power. Fifty percent comprehended foreign political systems, but only about 22% demonstrated knowledge of world affairs or geography. Only 16% understood the U.S. election process. Attitudinal exercises showed about 90% supporting the right to choose one's own religion and 57% felt that a non-believer in God had the right to hold public office. Although 94% wanted to improve conditions in other poor neighborhoods, only 30% felt they knew how. Only 56% defended their right to maintain an opinion opposed to that of the majority. Just 36% supported freedom of the press. The social studies attainments of rural youth were fairly typical of the entire population. (SB)

ED 171 462 RC 011 376

Swan, Malcolm D., Comp. And Others

Dissertations in ECO Education. Taft Campus Occasional Paper No. XV.

Northern Illinois Univ., Oregon. Lorado Taft Field Campus.

Pub Date-Dec 75

Note-29p.; Not available in hard copy due to poor print quality of original document

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Camping, *Conservation Education, Curriculum Development, *Doctoral Theses, Educational Philosophy, *Elementary Secondary Education, *Environmental Education, Exceptional Child Education, *Higher Education, Models, *Outdoor Education, Political Influences, Recreation, Resident Camp Programs, Self Concept, Student Attitudes, Teaching Methods

Dissertations in the fields of environmental, conservation, and outdoor education are listed in this document. Many of the titles were taken from Dissertation Abstracts'' through November, 1975 with the remainder of the titles coming to the editors' attention from other sources. Each listing gives the author's name, title of work, university and date of publication. University Microfilm order numbers are also provided to assist in ordering copies of dissertations available from this source. Three hundred-eighty titles are listed; the majority of which were presented in the early 1970's. One paper, however, was written in 1929, four papers in the 1930's, and 17 in the 1940's. Approximately 67 papers come from the 1950's and 77 from the 1960's. (DS)

Hammerman, Donald R. And Others

A Nature Trail for the Handicapped. Taft Campus Occasional Paper No. XIII.

Northern Illinois Univ., Oregon. Laredo Taft Field Campus. Dept. of Outdoor Teacher Education.

Spons Agency-Natural Resources Education Demonstration Center, Genoa, Ill.

Pub Date- 70

Note-23p.; Not available in hard copy due to light print

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Access to Education, Affective Objectives, Blind, Curriculum Development, Educational Environment, Educational Facilities, Environmental Education, Facility Guidelines, Facility Planning, Handicapped, *Learning Activities, Mentally Handicapped, Multiply Handicapped, *Outdoor Education, *Physical Design Needs, Physically Handicapped, Program Development, Sensory Aids, Sensory Experience, *Specifications, *Trails, Wheel Chairs

Identifiers-Illinois (Genoa)

A specifically designed nature trail can provide enjoyable and relaxed outdoor learning, greater independence and self-direction, and an awareness of the dynamic outside world to the physically, mentally, and multiply handicapped. The trail proposed for the Russell Forest Preserve near Genoa, Illinois, is designed in two loops and features a demonstration center and study areas for birds, bark, vegetation, a river, and civilization. The trail may be used for environmental education by developing general or specific interests and providing learning experiences based on major themes such as environmental awareness, interpretation of the natural environment, appreciation of natural beauty, and language development. Design specifications must focus on easy access to the facility. Adequate right of way, proper drainage, non-slip surfaces, and a 5% grade with smooth transitions between levels are general elements of facilities for the handicapped. Plans for parking facilities, drop curbs, ramps, doors, toilets, telephones, food service, and information and educational materials must all take into consideration those in wheelchairs, those who walk with difficulty, the deaf, and the blind. Provisions for the blind can include tape recorders, braille signs and slates, natural objects to touch, chimes to signal turns, and special arts and crafts. (SB)

ED 171 464 RC 011 378

Swan, Malcolm D. Jones, Orville E.

Distance, Weight, Height, Area and Temperature Percepts of School Children. Taft Campus Occasional Paper No. XII. Research Report.

Northern Illinois Univ., Oregon. Laredo Taft Field Campus. Dept. of Outdoor Teacher Education.

Pub Date-73

Note-24p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication (Thought Transfer), Comparative Analysis, *Distance, Elementary Secondary Education, Experiential Learning, Field Instruction, *Height, Hypothesis Testing, Mathematics Education, *Measurement, Metric System, *Outdoor Education, *Perception, Rural Urban Differences, Science Course Improvement Project, Science Education, Science Projects, Scientific Concepts, Sex Differences, Teaching Techniques, Temperature, *Weight

Identifiers-*Area

It is essential in communicative situations for teachers and students to have comparable percepts. A paucity of information is available on the percepts held by children regarding quantities and intervals of distance, height, weight, time, temperature and volume or on improvement (if any) that occurs as children mature. Teachers cannot be effective in the teaching-learning process if their own and their pupils' percepts in these areas are unclear, inaccurate, or invalid. To determine the accuracy of school children's (grades 4-12) percepts of intervals and quantities using both English and metric units of measure, this study involved nearly 50 teachers and some 2300 children in field experiences estimating distance, air temperature, weight, height and acreage. Extensive data supported the hypotheses that school children have inaccurate or invalid percepts of intervals and quantities of distance, weight, height, area and temperature and that percepts expressed in English units are more accurate than those expressed in metric units. Results also indicated that: children do estimate some things, such as distance, more accurately than other things, such as weight; some differences because of sex and urban versus rural home location exist; and high school students perform better than younger children. Evidence supported the notion that percepts can be clarified and reinforced through direct, first-hand experience. (NEC)

Hammerman, Donald R., Ed.

Outdoor Education in Germany, Austria and Switzerland. Occasional Paper No. XI.

Northern Illinois Univ., Oregon. Laredo Taft Field Campus. Dept. of Outdoor Teacher Education.
Pub Date-73
Note-39p.; Not available in hard copy due to poor print quality of original document
Pub Type- Collected Works - General (020) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Athletics, Comparative Analysis, *Cross Cultural Studies, Facilities, *Graduate Students, Group Experience, Mathematics, *Outdoor Education, Physical Education, Social Studies, Student Teacher Relationship, Teacher Education, Urban Education
Identifiers-*Austria, *Germany, *Schullandheim Movement

In the summer of 1972 graduate students from Northern Illinois University were enrolled in a six week study tour of outdoor education programs in Germany and Austria. The tour included observations and conferences with teachers, students, administrators, and Ministry of Education officials from both countries, guided tours of major cities, and visits and investigations of outdoor activity sites. Students kept a detailed daily log and submitted a thought reaction paper on a facet of outdoor education associated with their summer's study of programs. Nine of the student papers are presented in this document. The first paper, which analyzes Austrian and German concepts of outdoor education, mentions that both countries are extremely building and facilities oriented. It further observes an over-emphasis on certain segments of outdoor education, such as camping. Another paper compares teacher preparation for outdoor education in both countries with the programs found in America. Apparently America places greater emphasis on training programs while the European coutries rely more on self preparation and self study on the part of the teacher. Other papers deal with such topics as the relationship of physical education to outdoor education, potential values of the Schullandheim experience and its real function in the educational scheme, and the use of the city as a source for outdoor education experiences. (DS)

ED 171 466 RC 011 380

Jones, Orville E., Ed. Swan, Malcolm D., Ed.

A Model for Introducing Environmental Quality Education into a School Curriculum. Taft Campus Occasional Paper No. VII.

Northern Illinois Univ., Oregon. Laredo Taft Field Campus. Dept. of Outdoor Teacher Education.
Pub Date-72
Note-45p.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Citizen Participation, Community Cooperation, Community Support, *Curriculum Development, Educational Quality, Elementary Secondary Education, *Environmental Education, Higher Education, *Instructional Programs, *Outdoor Education, Parent Participation, Parent Teacher Cooperation, Public Schools, Recycling, *Relevance (Education), Student Participation, Student Projects
Identifiers-Glencoe Environmental Education Curriculum, *Illinois (DuPage County), Parent Teacher Association

At a meeting in DuPage County, Illinois, in April 1972, speakers representing the PTA, students, school teachers and administrators, outdoor education, the Illinois School Boards Association, and the Open Lands Project voiced enthusiastic support for introducing environmental education into the school curriculum. One of the County's several college, secondary, and elementary level environmental programs described in the meeting, the Glencoe (Illinois) Environmental Education Curriculum was designed to develop environmental consciousness and social responsibility through an integrated curriculum approach for grades K-8. The program's initial success was partly due to the fact that it involved all sectors of the community in its activities which included the establishment and maintenance of a glass recycling center, largely the work of students and the PTA. Speakers advocated such citizen participation in environmental education as well as the reassessment of educational priorities to make education accountable to an environmentally responsible society. (SB)

ED 171 467   RC 011 381

Copeland, Arthur R. Hammerman, Donald R., Ed.

British Environmental Education: A Perspective. Taft Campus Occasional Paper No. 21.

Northern Illinois Univ., Oregon. Laredo Taft Field Campus. Dept. of Outdoor Teacher Education.

Pub Date-76

Note-12p.; This paper adapted from an independent study written by Arthur R. Copeland while enrolled in Adventure, Environmental and Outdoor Education in England, Summer Session, 1976

Pub Type- Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aesthetic Education, Comparative Analysis, Conservation Education, *Definitions, *Differences, Ecology, *Educational History, *Environmental Education, Experiential Learning, *Learning Activities, Natural Sciences, Nature Centers, *Outdoor Education, Recreation, Values

Identifiers-*England, United States

British environmental education differs somewhat from that of the United States. In the U.S. environmental education'' refers to the teaching of a set of concepts by which one might learn to appreciate, conserve and protect the natural environment. In Great Britain many of the same objectives and procedures of the U.S. system are employed, but they are accomplished through more varied means. Conservation is still of importance, but the impact is stressed through more direct involvement of the individual through both formal activities and recreational experiences where pleasure and appreciation are part of the expected results. Environmental education in Great Britain was influenced by two issues: (1) the work of environmentalists in their efforts to clean up the material and aesthetical spoilage left by the industrial revolution and (2) the emergence of the environment as a teaching tool that could take children out of the classroom into the reality of a first-hand experience. Environmental education in England takes many forms from natural studies in the class to week-long trips to Field Study Centers where skills such as camping or sailing are taught. The final section of this paper describes three examples of environmental activities in which the author participated. These included a town survey, compass activities, and a trip to a county environmental center where children may visit from one day to a week to learn specific activities and apply lessons learned in class. (DS)

ED 171 468 RC 011 382

Hammerman, Donald R.

Outdoor Education: Its Role in Contemporary Education. Taft Campus Occasional Paper No. 20.

Northern Illinois Univ., Oregon. Laredo Taft Field Campus. Dept. of Outdoor Teacher Education.
Pub Date-74
Note-11p.; Paper was adapted from Historical Analysis of the Socio-Cultural Factors that Influenced the Development of Camping Education'', Unpublished Dissertation, 1961, Pennsylvania State University
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Camping, *Conventional Instruction, Curriculum Development, *Educational Objectives, Educational Philosophy, Elementary Secondary Education, Futures (of Society), *Outdoor Education, *Relationship, *Research Needs, Resident Camp Programs, *Teacher Education
Identifiers-Survival Skills

Because outdoor education complements the aims of education in a way that indoor instruction cannot, it should therefore provide the setting for experiences that cannot be achieved or achieved as readily in the classroom. Outdoor education provides pupils the chance to come to grips with reality, acquire the principles of democracy, and participate in actual work experiences. Each year greater numbers of pupils and teachers participate in outdoor learning activities and teachers must receive professional preparation for utilizing the out-of-doors as a teaching media. Outdoor education does not require new or radical teaching methods, but it does need imaginative and experimental approaches. The successful teacher must be perceptive to opportunities for capitalizing on pupil interest as it develops. Survival skills may be another crucial implication for this field of study, for schools may some day have to face the need for educating for survival in a war-decimated world. Programs for outdoor education also provide a laboratory setting for educational research and further investigation is needed in many areas, including curriculum, child development, adjustment, behavior, and instruction. Many of our natural areas are fast disappearing and modern educators can little afford to lose these outdoor laboratories for learning or to ignore the out-of-doors as a fundamental aspect of the American heritage. (DS)

ED 171 469 RC 011 383

Hammerman, Donald R.

Outdoor Education: A Product of the Times. Taft Campus Occasional Paper No. 16.

Northern Illinois Univ., Oregon. Laredo Taft Field Campus. Dept. of Outdoor Teacher Education.

Pub Date-74

Note-24p.; Best copy available

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Camping, Cultural Context, *Economic Factors, Educational Change, *Educational Development, Educational History, Educational Philosophy, Educational Psychology, Educational Trends, Elementary Secondary Education, Family Mobility, *Outdoor Education, *Political Influences, Resident Camp Programs, Social Change, *Social Influences, *Urbanization

In the years from 1930 to 1960 a number of socio-cultural forces influenced the emergence of outdoor education with the five major areas of influence including philosophical, social, economical, political and educational factors. Philosophical factors were found in the doctrines of Rousseau, Herbart, Pestalozzi and Spencer with the ideas of William James, John Dewey and Alfred Whitehead lending further support. Economically, the country experienced the worst depression in its history, an industrial revolution, and a world war which, while serving to strengthen the economy, created social problems which contributed to the need for outdoor education. Social factors included a changing family structure with accompanying problems such as divorce, alcoholism and juvenile delinquency. The stresses of the time were reflected in new demands placed on public schools; schools were asked to cope with problems once the sole responsibility of the family. Migration to the city and the spread of urbanization brought about noise, congestion, and a new appreciation for the peace of the wilderness. Schools responded to these influences with educational camping programs that would put children in touch with nature, give them laboratories for democracy in action, broaden their range of experience, and provide guidance in the mental, physical, social, emotional and aesthetic aspects of living. (DS)

ED 171 470 RC 011 384

Hammerman, Donald R.

Historical Background of Outdoor Education. Taft Campus Occasional Paper No. 17.

Northern Illinois Univ., Oregon. Laredo Taft Field Campus. Dept. of Outdoor Teacher Education.

Pub Date-74

Note-22p.; Paper adapted from Historical Analysis of the Socio-Cultural Factors That Influenced the Development of Camping Education'', Unpublished Dissertation, 1961, Pennsylvania State University ; Best copy available

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Camping, Curriculum, *Educational Development, *Educational History, Educational Philosophy, *Elementary Secondary Education, Environmental Education, *Leadership, *Outdoor Education, Recreation, Resident Camp Programs, School Community Relationship, *Teacher Education

Although there were camps for children as early as 1861, it was not until the post-depression era that professional educators gave serious consideration to the educational values of camping. By the late thirties school camping was beginning to find a foothold in various sections of the country and during the forties this movement continued to expand. Three school camping projects contributed significantly to the initial development of outdoor education. The Battle Creek, Michigan school camping program exerted widespread philosophical influence and provided a training ground for outdoor education leaders. The New York City Camping Education Experiment provided a basis for evaluating some of the outcomes of outdoor education. The Tyler, Texas Outdoor Laboratory established a pattern for school and community cooperation in developing a desired educational program. Among the pioneers of the development of outdoor education were L. B. Sharp, George W. Donaldson, and Julian Smith. The three stand out as the prime movers in outdoor education. Early outdoor teacher education ventures were the New York Teacher's Outdoor Education Institute, the George Peabody College for Teacher's Experiment, the Brockport (New York) University Teacher's College Course, the New Jersey State School of Conservation, and outdoor teacher education at Northern Illinois University. Historically significant developments include the formation of the Outdoor Education Association, the Elementary and Secondary Education Act of 1965, and the development of environmental education. (DS)

ED 171 471 RC 011 385

Curtis, Ramona E.

Directory of Resident Outdoor Education Sites in Northern Illinois and Southern Wisconsin.

Northern Illinois Univ., Oregon. Laredo Taft Field Campus. Dept. of Outdoor Teacher Education.

Pub Date-1 Apr 79

Note-31p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Camping, *Costs, Educational Equipment, Elementary Secondary Education, Environmental Education, Experiential Learning, *Facilities, Geographic Location, Instructional Staff, Learning Activities, *Outdoor Education, Physical Environment, *Resident Camp Programs, Residential Programs, Services

Identifiers-*Illinois, *Wisconsin

Designed as a tool for school personnel seeking sites and facilities for resident outdoor education, this directory provides information on 45 resident outdoor education sites in Northern Illinois and Southern Wisconsin. The document is organized in a comprehensive table and in individual site descriptions. For each site, the table briefly indicates: name; location; availability; size; capacity; meal facilities; availability of winterized housing; availability of instructional staff; and area and physical characteristics (bog, cave, forest, lake, marsh, prairies, stream, quarry, cemetery). Individual citations contain: complete address; name and address of person to contact; accreditation; size; and rental rates for groups of different sizes. Each citation also contains a description of the physical site; facilities; and available services, activities, and equipment. The prices quoted in the directory are for 1978 and are subject to change. (SB)

ED 171 472 RC 011 388

Sanche, Robert P.

Factors Related to the Provision of Special Education in Sparsely Populated Areas.

Pub Date-Jan 72

Note-23p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Cooperation, *Handicapped, Homebound, Itinerant Teachers, Minority Groups, Mobile Educational Services, *Models, Parent Participation, *Rural Areas, School Community Cooperation, School Redistricting, *Special Education, *Special Programs, Special Services

Identifiers-Portage Project, Powhatan Project

According to studies published since 1966, a number of factors appear to be related to the delivery of special education services in sparsely populated areas. Education should not attempt to ``go it alone'' in special education efforts, for the more sparse the population, the more necessary it is to involve the cooperation of other elements within the community. When language-different or culturally-different people are the recipients of services, local workers may be trained and used effectively. In the Four Corners Mental Retardation project, local, bilingual, multicultural paraprofessionals were able to communicate with the predominantly Indian and Spanish target population and achieve far more than what professionals or outsiders could have. Two models from the 1971 Memphis Conference on Emerging Models of Special Education for Sparsely Populated Areas show that sometimes initial stimulus must come from outside the target area. In the Powhatan Project, the Virginia Commonwealth University and Powhatan County, Virginia school district developed a model special education program that used university students to provide special education and counseling services. Parental involvement and participation can be incorporated for early education on multiply handicapped children, as evidenced by the Portage Project in Wisconsin. This document discusses research and related studies and lists 12 factors considered critical in the provision of special education services in sparsely populated areas. (DS)

ED 171 473 RC 011 389

Haque, Wahidul And Others

Development Dialogue. Towards a Theory of Rural Development.

Dag Hammarskjold Foundation, Uppsala (Sweden).

Pub Date-77

Note-146p.

Available from-Dag Hammarskjold Foundation, Ovre Slottsgatan 2, 752 20 Uppsala, Sweden

Journal Cit-Development Dialogue; 1977:2

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Journal Articles (080)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Developing Nations, Economically Disadvantaged, Economic Development, *Field Studies, *Human Development, Models, Personality Development, *Political Power, Productivity, Program Evaluation, Quality of Life, *Rural Development, Rural Population, Self Actualization, *Social Action, Social Development, Theories

Identifiers-*Asia, Bangladesh, China, *Collectivism, India, South Korea, Sri Lanka, Thailand

The study attempts to redefine the objectives of Asian development in terms of rapid social change and the redistribution of political power to the rural masses via collectivism. Part I, The Perspective'', describes the largely anti'' rural development experiences of four Asian countries (India, Bangladesh, Sri Lanka, China) in the past quarter century. This reveals certain development directions and principles which are then systemetized into a theory of rural development in the Asian context based on social redirection and transformation, institution building, and a new organizational structure of society founded on mass-rooted leadership and collectivist accumulation. Part II, Micro-level Development: Design and Evaluation of Rural Development Projects'', explores the contradictions of the reality of rural development projects in the study of projects in three Asian villages: Sultanpur, India; the Comilla Experiment in Bangladesh; and the Rural Reconstruction Project in the district of Sankhaburi, Thailand. Propositions which emerge regarding evaluative criteria are applied to the experience of a South Korea village participating in the Saemul Movement. Finally, considerations for the design and evaluation of rural development projects are presented. (SB)

ED 171 474 RC 011 394

Cousineau, Claude

The Nature of Adventure Education.

Pub Date-78
Note-36p.
Pub Type- Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Affective Objectives, Definitions, Educational History, *Educational Methods, *Educational Objectives, *Educational Philosophy, *Educational Theories, Experiential Learning, *Outdoor Education, *Program Content
Identifiers-*Adventure Education, Experiential Education, Outward Bound

Man answers a natural call for adventure in many ways including escape into fantasy, vertigo seeking, kinetic euphoria, and by exercising the pioneer spirit. Adventure education can help equip people to satisfy their need for adventure in meaningful, enriching ways. A reaction to unsatisfactory educational milieus, adventure education has emerged from the philosophies of Socrates, Rousseau, Locke, Kilpatrick, Hebert, Hahn, and others, and from the combination of such endeavors as children's camps, the outdoor education and recreation movements, physical education curricula, and the experiential education movement. Most adventure education programs are guided by a humanistic philosophy of education through adventure'', and have goals similar to those of the Colorado Outward Bound School. In addition to providing environmental and cultural education, the programs strive to improve participants' self-esteem, self-awareness, self-assertion, and acceptance of others. Adventure usually involves new and unusual situations which are deliberately sought and often charismatic and offers stress, deprivation of comfort and security, and uncertain goals. Faith and the desire to succeed are important ingredients. The challenge for adventure educators is to use a problem solving approach, guided discovery'', and feedback techniques to facilitate the achievement of educational objectives and to make learning more adventuresome. (SB)

ED 171 475 RC 011 395

Vandenhazel, Bessel J.
Urban Studies Workshop. Shopping Centre Study. Rockfort, Illinois.
Nipissing Coll., North Bay, Ontario.; Northern Illinois Univ., De Kalb.
Pub Date-Apr 77
Note-12p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Concept Formation, Educational Objectives, Educational Strategies, Elementary Secondary Education, *Environmental Education, Experiential Learning, *Field Instruction, Field Trips, Instructional Trips, *Interdisciplinary Approach, *Learning Activities, *Outdoor Education, Science Instruction, Site Selection, Urban Areas, *Urban Studies
Identifiers-*Shopping Centers

The urban environment itself can be a laboratory for learning, and the learning activities in this workbook utilize the shopping center as a study site. General objectives of this unit of study are (1) to investigate how shopping centers serve the community; (2) to integrate a number of curriculum skills and concepts; and (3) to investigate the environmental impact of large shopping centers and malls. Suggested exercises for elementary and secondary school students include work in mapping and sketching, graphing and tabulating, interviewing and recording and photography. The plan calls for students to first visit a shopping center. Stores may be classified according to type and a graph drawn showing the results. Another activity calls for students to visit a store and compare prices and sizes of articles and determine which are the better buys. At a clothing store they may note the type of materials used for clothing, and hardware stores provide the opportunity to study countries of origin of products and raw materials and transportation methods. Other activities look at various building materials, car movement patterns in parking lots, and landscaping design. Children may also visit travel bureaus and plan trips, learn how to open a savings account at a bank, and choose a nutritious lunch from a restaurant menu. A number of urban study activities are also listed for science teachers, including investigation of urban climates, environmental impacts, and sewage treatment processes. (DS)

ED 171 476 RC 011 401

Pollak, R. Timothy

An Annotated Bibliography of the Literature and Research on Outward Bound and Related Programs.

Spons Agency-Outward Bound, Morganton, N.C.
Pub Date-Jun 76
Note-41p.; Best copy available
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Books, *Delinquents, Educational Theories, Experiential Learning, Guides, *Higher Education, Mental Illness, *Outdoor Education, *Program Descriptions, Program Evaluation, Research Reviews (Publications), Resource Materials, *Secondary Education, Self Concept, Teacher Education
Identifiers-*Adaptive Programs, Adventure Education, *Outward Bound

Feeling the need for a concise summary of research conducted on Outward Bound Activities, the North Carolina Outward Bound School commissioned this annotated bibliography. Approximately 110 listings are included, each accompanied by a brief abstract identifying the principal features and findings of the work listed. The bibliography is divided into nine sections. The first section on Outward Bound standard courses includes 22 references. The second section features 7 references on teacher training and practica courses. Fourteen listings are included in the section on secondary school adaptive programs with nine more described in the section on higher education adaptive programs. Adaptive programs for delinquents are described in 11 references, and adaptive programs for psychologically impaired in 5 listings. There are 24 participant observer reports and theoretical investigations listed. Eleven book titles are cited, and the final section lists nine planning guides and miscellaneous reports. The publications listed in the bibliography were published between 1966 and 1975 and include such materials as reports, papers, conference proceedings, theses, dissertations, journal articles, evaluations, and Outward Bound School publications. (DS)

ED 171 477 RC 011 402

Bokhari, Khalid H. Eastmond, Jefferson N.

A Participatory Planning Model for Village Education in Pakistan.

Spons Agency-Ministry of Education, Islamabad (Pakistan). Bureau of Educational Planning.

Pub Date-77

Note-31p.

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attendance, Change Agents, Change Strategies, Community Action, *Community Involvement, *Community Planning, Developing Nations, Dropout Research, Educational Improvement, Educationally Disadvantaged, *Models, *Needs Assessment, Pilot Projects, Primary Education, Program Design, Research Projects, *Rural Development, Rural Dropouts, *Rural Education, Rural Schools, School Community Relationship, Simulation

Identifiers-Field Tests, *Pakistan

Successfully field tested in four villages in the Federal Capital Area, Pakistan, the model is designed to: identify and prioritize village concerns and educational needs; validate and analyze the needs with respect to village values and goals; and select, develop, implement, and evaluate a best solution. Major steps in the model are: data collection; induction of the local primary school teacher into the research and planning effort; establishment of village Needs Assessment Committees and scheduling of meetings; training facilitators; and conducting Committee meetings to define, prioritize, and plan solutions for village needs. Enthusiastic response of facilitators, teachers, and villagers calls into question conventional assumptions about rapid educational improvements and supports the conclusions that: total village improvement is the most productive strategy for improving primary school attendance; uncoordinated services to villages (such as current governmental programs) are unproductive; and village specific solutions are best. The model should be piloted in every Pakistan province and used to generate solutions to primary education problems. Research, experimentation, monitoring, and evaluation should continue in the test villages. Appendices list the four villages' educational needs, alternative solution strategies, and outlines of each village's adopted plans. (SB)

ED 171 478 RC 011 403

Wyatt, Marcella Anne

A Comparison of Life Goals, Attitudes and Perceptions of Home Economics Majors at Bob Jones University and 1882 Colleges and Universities in the Southern Region.

Pub Date-May 79

Note-117p.; Master's Thesis, Winthrop College; Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-114, Defining and Achieving Life Goals: A Process of Human Resource Development''; Some pages may not reproduce clearly because of small print size of original document

Pub Type- Dissertations/Theses (040) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Aspiration, *Attitudes, Career Choice, College Students, Comparative Analysis, Educational Objectives, *Goal Orientation, Higher Education, *Home Economics Education, Income, Land Grant Universities, Marriage, Occupational Aspiration, Personal Values, Private Colleges, Southern States, *Student Characteristics, Vocational Interests, *Womens Education

Identifiers-*Bob Jones University SC

To develop a profile of home economics majors at a private Christian university and to compare their goals, attitudes and perceptions with those of 1126 home economics majors at the 37 land grant institutions participating in the S-114 Southern Regional Study, the S-114 questionnaire is used to survey all 247 home economics majors at Bob Jones University. The 200 returned questionnaires provide data on: personal background; parents; high school size and curriculum; work experience; college experience; educational, career and life aspirations; and attitudes toward women, education, marriage, careers, and agriculture. A Kolmogorov-Smirnov statistical test compares and analyzes reponses of 13 goal and perception related questions with those from the S-114 study to reject the 2 null hypotheses. Home economics majors from schools in the S-114 study report significantly higher educational aspirations and expectations. Bob Jones University home economics majors perceive their peers as more friendly, open to new ideas and less interested in making money than the other college students studied. The resulting student profile can benefit instructors and advisors of home economics majors as well as recruitment personnel and administrators. More such cross-comparison studies on vocational preparation and career development of college women is recommended. (NEC)

ED 171 479 RC 011 404

Lewis, Ronald G.

Health Care Delivery Systems to American Indian Families: A Plea for Culturally Relevant Treatment Modalities.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date-19 Oct 78
Grant-NIMH-1-TO-3-MH15666-01
Note-17p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indian Culture, *Counselor Characteristics, *Counselor Role, Cultural Differences, *Cultural Factors, Delivery Systems, *Family Counseling, Family Health, Family Structure, Group Therapy, Mental Health, *Self Directed Groups, Social Work
Identifiers-Spiritual Healing, Traditionalism

The effective social worker or family counselor delivering health care services to the American Indian community will focus on the strengths rather than the weaknesses of the community and will recognize and use existing natural helping systems. The American Indian family network, for example, is unique in Western society and contains a variety of natural helping groups. Tribal ceremonies, medicine men, spiritual leaders, interpretation of individual dreams and visions, and the Indian's attunement with nature are all available for therapeutic use. The self-help group is probably the best model to use in mobilizing the helping systems inherent in the Indian community. The group may consist of various family members; of people united by a common problem, such as alcoholism; or of a network of neighbors, friends, and relatives. The group should follow a task-centered approach rather than a rational or cathartic approach; and the therapist should act as a facilitator, helping the group develop its own problem-solving style. The professional must be aware of the need for new, still-to-be-discovered techniques for counseling American Indian families. (JH)

ED 171 480 RC 011 406

Tijerina, Andres A., Comp.

Human Services for Mexican-American Children.

Spons Agency-Texas State Dept. of Human Resources, Austin.

Pub Date-78

Note-122p.

Available from-Center for Social Work Research, School of Social Work, The University of Texas at Austin, 2609 University Avenue, Austin, Texas 78712 ($4.00; make checks payable to University of Texas)

Pub Type- Opinion Papers (120) - Collected Works - General (020)

Document Not Available from EDRS.

Descriptors-*Child Abuse, *Child Welfare, Civil Liberties, Court Litigation, Delivery Systems, Ethnicity, *Family (Sociological Unit), Family Structure, Health Services, *Human Services, Juvenile Courts, Legal Aid, *Mexican Americans, *Migrants, Migrant Welfare Services, Social Services, Welfare Services

Identifiers-*Chicanos

A compilation of five readings uses the Chicano perspective to analyze the interaction between Mexican American families, their children, and the institutions charged with the child welfare concerns of the society, and to attempt to reverse the existing negative and destructive views that lead to insensitive and ineffective services. A variety of strategies are suggested for policy makers and practitioners charged with serving the needs of Mexican American families and children: an eclectic approach to casework practice; emphasis on bilingual communication skills; awareness of ethnicity; and individualization of all interactions. Andres Tijerina provides a brief historical account of the patterns of strength and cultural loyalty of the Mexican American family. Guadalupe Gibson presents an overview of the child welfare concerns of Mexican Americans and the problems encountered by those who try to serve them. Marta Sotomayor addresses the critical issues in human service delivery to migrant families and children. Alexander Zaphiris examines the importance of protective service workers being cognizant of family cultural factors when working with abusive parents. Enrique Pena reviews the basis of court intervention and judicial process and the legal rights of children and parents. (NEC)

ED 171 481 RC 011 407

Clark, Hulda R.
New Teaching Methods for the Reservation Indian Child.
Pub Date-76
Note-41p.
Available from-Special Education Supplies, Box 873, Bloomington, Indiana 47401 ($2.00)
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indian Culture, *Child Rearing, Class Management, Classroom Techniques, Cultural Differences, *Cultural Traits, Elementary Education, Elementary School Curriculum, Primary Grades, *Student Characteristics, Teacher Attitudes, *Teacher Characteristics, Teaching Methods
Identifiers-*American Indian Education, Chippewa (Tribe), *Reservation American Indians

To reverse the pattern of school failure so common among reservation Indian children, the reservation teacher must modify classroom structure and curriculum to take advantage of cultural strengths and accommodate cultural differences of her students. Many practices of the average white classroom are antithetical to Indian child rearing practices; for example, sitting immobile and quiet for long periods is foreign and disgusting to the Indian child who has learned independence and exploration from an early age. Other cultural traits deserving special consideration are sense of humor, mischief, and trickery; physical aptitude; and inexperience with tasks that require prolonged concentration, memory, reasoning, and verbalization. The reservation child will have better chance for success in a classroom which employs short instructional periods (20 minutes or less) and alternates intellectually taxing with relaxing activities; which emphasizes sports,

target practice, and outdoor nature study; and in which school exercises center around familiar objects and events. From the first, curriculum should include anthropology of Indian cultures, pro-Indian versions of battles, and past and present achievements of Indians. A sample daily class schedule for grades 1, 2, and 3 is appended. (JH)

ED 171 482 RC 011 408

Jorgensen, Joseph G. And Others

Native Americans and Energy Development.

Anthropology Research Center, Inc., Cambridge, Mass.
Pub Date-78
Note-95p.; Not available in hard copy due to publisher's preference
Pub Type- Opinion Papers (120) - Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indians, *Culture Conflict, Developing Nations, *Economic Development, Fuels, *Industrialization, *Natural Resources, Quality of Life, Self Determination, Social Change, Social Problems, Treaties, Tribes
Identifiers-Cheyenne (Tribe), Crow (Tribe), *Energy Development, Hopi (Tribe), Mining, Navajo Nation, *Reservation American Indians

Indian tribes in the western United States own a considerable portion of the nation's uranium, strippable coal, oil shale, geothermal, natural gas and petroleum reserves. Research and observation show that the impacts of energy development activities on Indian lands and peoples are overwhelming. Perhaps the most significant impacts are the cumulative social and cultural effects of bringing instantaneous industrialization into traditional Indian societies. As demand for these resources continues to accelerate, the Indian people face a dilemma in which choices range from all-out energy development to the other extreme of no development at all. To prevent further exploitation, tribes must develop capable leadership, improve their technical skills, and determine to what extent they wish to maintain their traditions and cultures. The essays compiled in this document are examples of how social research might be used as an action mechanism for the benefit of Indian people who will face the brunt of energy development. Titles are: Energy, Agriculture, and Social Science in the American West'' by Jorgensen, Davis, and Mathews; Black Mesa and the Hopi'' by Clemmer; Energy Developments and the Navajo Nation'' by Robbins; Can Tribes Control Energy Development?'' by Owens; and Energy Boom Towns: Views from Within'' by Little. (NEC)

ED 171 483 RC 011 410

Hussain, Farhat Eastmond, Jefferson N.

The Status of Primary School Buildings in the Rural Villages of Pakistan, 1976.

Spons Agency-Ministry of Education, Islamabad (Pakistan). Bureau of Educational Planning.

Pub Date-Apr 77
Note-26p.; Best copy available
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, Building Design, Classroom Environment, Classrooms, Community Action, Developing Nations, Females, Government School Relationship, Males, *Primary Education, Problems, *Program Evaluation, *Resources, *Rural Schools, Safety, Sanitary Facilities, *School Buildings
Identifiers-*Pakistan

An April-May 1976 nationwide sample of more than 800 schools in rural Pakistan provides data to form composite pictures of the typical boys school and girls school. An observation checklist records such aspects as: (1) government ownership of building; (2) structural soundness and maintenance of walls, roof, veranda, steps, floors, windows; (3) presence and condition of school farm, recreational area and materials, furniture, summer ventilation, lighting, water and sanitary facilities; (4) student capacity; and (5) walking distance. Composite school building scores and frequency tabulations reveal deficiencies in each area. It is clear that much improvement is needed and that priorities should be safety (both structural and personal), adequacy, comfort, and aesthetics. Most of the deficiencies can be solved without additional resources if: the villagers and students become aware of what they can do themselves to improve conditions; the district, provincial and federal directorates set down and enforce minimum safety standards to be observed in all schools; and new designs for school buildings permit utilization of local labor and materials. (NEC)

ED 171 484 RC 011 411

Federal Management Weaknesses Cry Out for Alternatives to Deliver Programs and Services to Indians to Improve Their Quality of Life. Report to the Congress of the United States by the Comptroller General.

Comptroller General of the U.S., Washington, D.C.
Report No.-CED-78-166
Pub Date-31 Oct 78
Note-61p.; Charts marginally legible due to color background
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrative Problems, *American Indians, Federal Aid, *Federal Legislation, *Federal Programs, Interagency Coordination, Interagency Planning, *Organizational Change, Organizational Effectiveness, Program Coordination, Program Costs, Program Evaluation, Program Improvement, Program Planning, Quality of Life
Identifiers-*Bureau of Indian Affairs

The Government Accounting Office (GAO) has concluded that Congress must legislate management alternatives for federal agencies which provide services for Indians. Legislation is necessary because these agencies have not corrected management weaknesses in spite of repeated recommendations by GAO, congressional committees, American Indian Policy Review Commission, and other responsible groups. Programs of the Bureau of Indian Affairs and other Indian programs have been persistently weak in the areas of planning and needs assessment, records management and information systems, program monitoring and evaluation, training and technical assistance for tribal governments, coordination of federal agency activities, and staffing and funding. These deficiencies have caused rising program costs without evidence that programs are improving the quality of life for Indians. Education and health, school construction, business development, housing, training, natural resources, and self-determination activities have all suffered. Congress should consider the following alternatives to improve Indian services and programs: (1) consolidate under a single agency; (2) consolidate program areas; (3) funnel Indian program funds through one agency; (4) assist tribes in developing the capability to manage federal programs. GAO reports on federal management of Indian programs are appended. (JH)

ED 171 485 RC 011 412

Hill, Nancy Vrechek Brown, E. Evan

The Impact of Governmental Transfer Payments on Human Resource Development A Synthesis. Rural Development Series No. 8.

Spons Agency-Southern Rural Development Center, State College, Miss.
Pub Date-Jan 79
Note-42p.; Paper presented at the American Agricultural Association Meetings (Blacksburg, Virginia, August 8, 1978); For related document see ED 161 570
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Child Welfare, Delivery Systems, Education, *Federal Aid, Government Role, Health Insurance, Housing, *Human Development, *Human Resources, Human Services, Low Income Groups, *Programs, *Rural Development, Services, Social Responsibility, Social Services, Unemployment Insurance, Veterans, Welfare, *Welfare Services
Identifiers-Social Security, *Transfer Payments

Before social welfare programs can be successfully designed and administered, the problems of the needy must be known. Research literature appearing from 1969 through mid-1977 reveals that: most welfare recipients are dramatically inferior in their ability to compete in the labor market; poverty is a multiproblematic chain which has not been successfully broken by transfer of payments; and rural low-income residents have particular problems including child care, transportation, health, family lifestyles, self image, and family and home responsibilities. Under the broad categories of education, health, income security, and veterans, the federal government makes payments to individuals where no current or future goods or services are required to be provided in return. Three basic programs determine the type, amount and impact of all direct transfer payment programs: (1) transfers to the physically, socially, and/or economically indigent; (2) transfers to the self-supporting and sufficient, but temporarily needy; and (3) transfers made because of ``earned privileges'' or mandatory social provision. This synthesis outlines historical perspectives, lists specific programs, gives conclusions and recommendations, provides a bibliography of the 73 references cited in the report, and serves as a starting point for rural development planning and projects from the national to the local level. (NEC)

ED 171 486 RC 011 413

Wellar, Barry S., Ed.
The Future of Small- and Medium-Sized Communities in the Prairie Region.
Spons Agency-Ministry of State for Urban Affairs, Ottawa (Ontario).
Pub Date-Oct 78
Note-119p.; Paper presented at a Meeting of the Canadian Association of Geographers (Regina, Saskatchewan, June 7, 1977); Some pages may not reproduce because of small print size
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Business Cycles, *Community Development, Community Services, *Economic Development, Economics, Government Role, Human Capital, Industrialization, *Population Trends, Program Design, Rural Areas, *Rural Development, Rural to Urban Migration, Trend Analysis
Identifiers-Alberta, *Canada, Manitoba, Saskatchewan, *Small Communities

Four papers are featured. The first is a statistical overview and analysis of past, present and future happenings to small communities in the Region; it focuses on two indicators: (1) population growth or declining community class size and, (2) the changing distribution of commercial outlets by community class size. The other three papers report on provincial governmental policy and program intentions and actions having a bearing on the viability of small communities.

Balanced Population and Economic Growth Policy for Alberta'' outlines basic foundations respecting economic policies and economic development goals. Elements of the Regional Development Program are discussed along with rural/urban development, rural development projects, regional business and industrial development, and communications strategy. The third paper summarizes public sector initiatives brought to bear upon small Saskatchewan towns; it discusses general and specific policy and program controls with specific reference to intergovernmental components. The final paper describes the agriculture/rural community situation prior to the introduction of the Stay Option'' in Manitoba, including the policy basis for the option, the program components, associated policy thrusts, and the impact upon the people and enterprises of the area. (DS)

ED 171 487 RC 011 414

Bramstedt, Wayne

American Indian Voluntary Associations in Greater Los Angeles: An Overview.

Pub Date-29 Mar 79
Note-22p.; Paper presented at the "American Indians in Greater Los Angeles: Institutional and Group Adaptations" Symposium of the Annual Meeting of the Southwestern Anthropological Association (Santa Barbara, California, March 29-31, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indian Culture, *American Indians, Ethnography, Group Dynamics, Group Membership, *Intergroup Relations, Leadership, Leisure Time, Migrants, Networks, *Nonreservation American Indians, Organizational Theories, *Organizations (Groups), Political Attitudes, Rural to Urban Migration, *Social Science Research
Identifiers-California (Los Angeles), *Urban American Indians

With its large and heterogeneous Indian population, the Los Angeles area offers an excellent opportunity to study patterns in the origin, growth, and structure of Indian voluntary associations, and the leisure time institutions. Since the 1920's more than 100 Indian voluntary associations formed in the area. Established groups influenced the formation, content, and development of subsequent groups, which tended to be special purpose rather than multipurpose and which often duplicated objectives of established groups in an attempt to remedy actual or perceived shortcomings. Overlapping memberships, whereby a person belonged to two or more voluntary organizations, was one of several mechanisms in a complex network that linked Indian organizations to each other much more than to any non-Indian entity. While overlapping memberships improved communication and transferred knowledge between groups, they also created problems, such as spreading talent too thin and dividing loyalties. Contacts outside the network of Indian groups increased with government funding of anti-poverty-type programs and the growing need for outside help in order for groups to operate successfully. Investigators of urban Indian phenomena should continue to document the intrinsic qualities of leisure time adaptations and discover the conditions that determine their development. (JH)

ED 171 488 RC 011 415

Pick and Choose: A Videotape Series on Nutrition for Migrant Families (Coja y Escoja: Peliculas para Television Sobre la Nutricion para las Familias Migratorias).

Spons Agency-New York State Education Dept., Albany. Bureau of Mass Communications.

Pub Date-Mar 79

Note-34p.

Language-English; Spanish

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiovisual Aids, *Consumer Education, Eating Habits, Films, Food, *Foods Instruction, *Health Education, *Instructional Films, Instructional Materials, Learning Activities, *Migrant Education, Migrants, *Nutrition Instruction, Single Concept Films, Sound Films, Spanish Speaking, Videotape Recordings

Identifiers-Recipes

One of the major problems faced by migrant workers throughout the United States is a lack of awareness of the relationship between proper diet and an individual's general health and well being. To help solve this problem was the major objective of the series "Pick and Choose." The three 15-minute programs in the series present information related to the nutritional needs of migrants and show migrants as they live, shop, cook and eat. The food suggestions take into account their tastes and traditional foods. Program I is devoted to the kinds of foods and the different nutrients within them. Healthful snacks, and safe food handling are also discussed. Program II is concerned with various shopping methods; information on labeling, unit pricing, bargains, etc.; complementary proteins; and foods as the source of energy and a feeling of well being. Program III considers weight control, junk food and low calorie snacks. Presented in a fast-paced "Sesame Street" type format, the programs are available on broadcast tapes, videotapes and 16mm films. This guide for the three programs explains the nutritional information in the series, lists recipes and activities that may be used with adults and/or children, provides handouts to take home, and lists resources for more information about nutrition. The guide is printed in both English and Spanish. (Author/DS)

ED 171 489 RC 011 418

Sampson, Joylean P., Ed. Jenkins, Gloria, Ed.

Models of Rural Social and Health Services.

Spons Agency-Tennessee State Univ., Nashville. Dept. of Social Welfare.
Pub Date-19 Oct 77
Note-151p.; Proceedings of the National Conference on Simulated Models of Rural Social and Health Delivery of Services (1st, Nashville, Tennessee, October 19-20, 1977)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Community Development, Community Health Services, *Delivery Systems, Economic Factors, Federal Aid, Health Needs, *Health Services, Human Services, Medical Services, *Models, Policy Formation, Political Issues, *Professional Training, *Rural Areas, Rural Development, Social Problems, *Social Services

In response to the growing need to provide health and social services to rural America, the conference addressed the political, economic, and social issues involved in providing appropriate health and social services to rural residents. A cadre of individuals from various disciplines presented alternatives and solutions to these issues. This document presents the proceedings of the conference, the issues addressed, and some of the major speeches given. Some of the papers deal with strategies of other countries in improving medical resources, the identification of the specific medical problems and needs of a rural community, and government financing of rural health care. Another paper gives the perspective of a rural resident on social welfare consumers, policymakers, and providers. Other papers deal with community development and health care, a case study of human service delivery in rural Tennessee, and rural community development as seen by a person who has served both as a rural county agricultural agent and a community action leader and director. In the paper titled "Reviewer's Notes", the contributions of a panel discussion on rural community organization and development are summarized and the inputs synthesized into a systems model. The final three paper present social service models, health service models, and a discussion on policy making and funding. (DS)

ED 171 490 RC 011 419

McFarlane, Juretta Creighton
An Orientation Manual for Non-Indian Teachers of Papago Students.
Pub Date-78
Note-455p.; Master's Thesis, University of Arizona
Pub Type- Dissertations/Theses (040) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC19 Plus Postage.

Descriptors-*American Indian Culture, *Bilingual Education, Child Rearing, *Cross Cultural Training, Cultural Background, Cultural Differences, Culture Conflict, English, Interference (Language Learning), *Multicultural Education, Reservations (Indian), Teacher Attitudes, Teaching Skills, Uto Aztecan Languages, Values
Identifiers-*American Indian Education, Papago (Language), *Papago (Tribe)

This extensive manual introduces non-Indian teachers to the cultural history and contemporary life style of the Papago, emphasizing information with immediate usefulness to the classroom teacher. Discussion of traditional and modern Papago life includes a brief history of the tribe, delineation of tribal values, and information on the customs of mate selection and marriage, child rearing, puberty rites of adolescence, social roles of adults, and family relationships. A separate chapter relates specific child rearing practices to classroom behavior. Chapters on Papago and Anglo values supply teacher strategies for resolving cultural conflict and fostering constructive communication between cultures. Four chapters provide information on the Papago language and describe in detail the types of linguistic interference that occur as the Papago speaker learns English. Examination of bilingual bicultural education and its possible applications for Papago students includes a description of the first Papago bilingual project and evaluates various conditions which may have contributed to its success. The manual concludes with outlines for teacher orientation and ongoing education workshops, a statement of research needs, and a list of publications and professional groups concerned with Indian education issues. (JH)

ED 171 491 RC 011 420

Gordon, John Nelson, Glenn

As Your Community Grows... Some Economic Considerations.

Spons Agency-Purdue Univ., Lafayette, Ind. Cooperative Extension Service.
Report No.-EC-446
Pub Date-Oct 75
Note-15p.; Not available in hard copy due to extensive use of colored paper
Pub Type- Information Analyses (070) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Business, *Community Development, *Community Planning, Community Study, *Economic Development, *Economic Factors, Employment, Income, Property Taxes, *Rural Areas
Identifiers-Impact Studies, Public Services

Economic growth and development have many implications that need to be considered so that informed decisions regarding the community can be made. Although expansion of an existing establishment or a newly located plant or business are the primary means by which communities seek economic growth, growth can also occur when the new industry is located in a nearby community and residents commute to work. Government programs are another source of economic change. Some impacts of change may be positive, others negative. Sometimes the growth in the private sector does not justify all the expense the public sector must incur because of a large influx of new residents. Private sector impact is the effect on employment, income, or sales. Public sector impact includes the increased revenues from property taxes as well as the increased expenditures on schools, health and welfare programs, police and fire protection, utilities, recreation, streets and sanitation. Estimating community net gains in dollar terms can be accomplished by calculating the net gains and losses for each sector and comparing the two sets of figures to determine if a particular course of economic development is in the best interests of the community. This report concludes with examples from three hypothetical rural or small communities illustrating how the benefits and costs of potential projects are calculated. (DS)

ED 171 492 RC 011 421

Trust Territory of the Pacific Islands. 31st Annual Report October 1, 1977 to September 30, 1978.

Department of State, Washington, D.C.; Department of the Interior, Washington, D.C.

Spons Agency-Department of the Interior, Washington, D.C.

Pub Date-May 79

Note-334p.; Some pages may not reproduce because of small print size; Paper is part of International Organization and Conference Series 140

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) - Collected Works - Serials (022)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Agriculture, Communication (Thought Transfer), Demography, *Developing Nations, Economic Development, *Economic Factors, Elementary Secondary Education, Employment, *Financial Policy, *Government (Administrative Body), Health, Higher Education, Legislation, Manufacturing, Natural Resources, *Public Education, *Social Action, Social Agencies, Social Indicators, Social Services, Tourism, Transportation

Identifiers-*Micronesia

Landmarks in a broad area of political advancement for the people of Micronesia highlighted fiscal year 1978. Among the landmarks were the signing of the eight principles for Free Association, the referendum on the constitution for the Federated States of Micronesia, the chartering of the governments of the four central districts of the Trust Territory (Yap, Truk, Ponape, and Kosrae), and the subsequent election and inauguration of executive officers in three of those districts. The area of social development included such highlights as the Trust receiving $1 million in Block Grant Funds and $220,000 for rent subsidies from the U.S. Department of Housing and Urban Development; approximately 70 new housing units were built and 326 homes renovated. The field of education saw the long sought accreditation of the Community College of Micronesia in Ponape. Major economic advancements were in the field of interdistrict transportation and communication with Continental Air-Micronesia adding a third Boeing 727 to its fleet, the commencement of construction on a $16.5 million airport for Truk, and five 500-ton field trip vessels added to the inter-island sea transportation system. Other areas explored in this annual report to the United Nations include a description of the status of the territory and its inhabitants, conclusions and recommendations of the Trusteeship Council, and a wide variety of tabular data including demography, employment, agriculture, manufacturing, finance, and health statistics. (DS)

American Samoa. Annual Report to the Secretary of the Interior September 30, 1976 through September 30, 1977.

American Samoa Office of Samoan Information, Pago Pago.
Spons Agency-Department of the Interior, Washington, D.C.
Pub Date-77
Note-124p.; Photographs may not reproduce clearly
Available from-Revenue Division, Department of Administrative Services, Government of American Samoa, Pago Pago, American Samoa 96799 ($1.00)
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Community Agencies (Public), Community Change, Community Colleges, Developing Nations, Early Childhood Education, *Economic Development, *Education, Elementary Secondary Education, *Government Role, *Health Services, Humanities, Leadership, *Legislation, Services, Transportation
Identifiers-*American Samoa

In fiscal year 1977 the two houses of the American Samoan Legislature enacted some 60 public laws. Some of these laws were preparing for the new elective governor, the first to be elected (rather than appointed) in the 77-year history of the islands as an unincorporated territory of the United States. The total budget for the government of American Samoa for FY 1977 was $62,381,000. The public schools served a total of 9,876 students on a budget of $7,823,623. Some 2000 of the children were 3 to 5 year olds and participated in the Early Childhood programs at 135 centers in 54 villages. Approximately 5,622 children were enrolled in 25 elementary schools, and 2,144 highschool students attended the four high schools. The American Samoan Community College was granted full accreditation in 1977, its sixth year of existence. The Port Administration reported a 72 percent increase in revenue compared with the previous year. The customs division entered 801 vessels, and collected exise taxes of $1,322,182. Pago Pago International Airport handled 11,992 flights and processed 77,610 inbound and 81,820 outbound passengers. Tax revenue for the year was $7.1 million; $1.9 million came from individual income tax and the rest from corporate taxes. A 1977 sample census indicated 4,166 households and a total population of 30,600. Broad areas covered in this report include general information, legislative actions, legal affairs, general government, education, medical services, transportation, and economic development. (DS)

Annual Report of the Governor of the Virgin Islands to the Secretary of the Interior for the Fiscal Year Ended June 30, 1977.

Virgin Islands Governor's Office, Charlotte Amalie.
Spons Agency-Department of the Interior, Washington, D.C.
Pub Date-77
Note-260p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Agencies, Agriculture, Budgeting, Civil Defense, Conservation (Environment), Consumer Protection, Declining Enrollment, Education, Federal Government, Financial Policy, *Financial Support, *Government (Administrative Body), *Governmental Structure, *Government Role, Health, Housing, Law Enforcement, Laws, Legislation, Public Education, *Tourism, Youth Agencies
Identifiers-*Virgin Islands

Nineteen cabinet rank departments and 13 governmental agencies administer government affairs in the Virgin Islands. In fiscal year 1977 major government revenue sources included 48% contributed by collections from U.S. customs and 29% from taxes. Major expenditures were 48% of all funds going into commercial and industrial development, 13% toward education, and 12% into general executive government expenses. Tourism remained the most important industry; in fiscal year 1977 the total expended by visitors was estimated at $152 million. The population of the islands was about 100,000 with some 32,000 students enrolled in public and private schools. A downward trend is developing in public school enrollment, but overcrowding remained a serious problem, with many schools conducting double sessions. The first section of this report gives general information on the islands, including descriptions of geography, government, finances and taxes, economic development, and population. Sections two and three summarize activities of each of the cabinet rank departments, governmental agencies, and the College of the Virgin Islands. Some of the cabinet departments include the Departments of Commerce, Labor, Personnel, and Public Works. Among the 13 agencies are the Community Action Agency, National Guard, Public Television System, Port Authority, and Planning Office. Tabular data is given in such areas as education, finance, health, law enforcement, and water and power authority. (DS)

ED 171 495 RC 011 424

Kocher, James E. Fleisher, Beverly

A Bibliography on Rural Development in Tanzania. MSU Rural Development Paper No. 3.

Spons Agency-Michigan State Univ., East Lansing. Dept. of Agricultural Economics.

Pub Date-79

Contract-AID/ta-CA-3

Note-84p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Agriculture, Developing Nations, Economic Development, Females, Housing, *Human Capital, Income, Industrialization, Labor, Manpower Development, Nutrition, Planning, *Productivity, *Quality of Life, *Rural Development, *Rural Economics, Rural Education, Rural Population

Identifiers-*Tanzania

Rural development is understood to mean both the increased productivity of agriculture and other rural economic activities and the enhancement of the material well-being of the rural people (who comprise about 90% of Tanzania's 16 million population) through education, improved health, and better nutrition. Seven hundred and sixty-one books, articles, research papers, and theses published in English by scholars of many nationalities between 1963 and 1968 are listed in this bibliography for teachers, researchers, policy-makers, donor agencies, and rural development practitioners. Entries are arranged under the subjects: historical perspective; background information; ideology and policy; physical geography and land use; demography; social stratification, participation and modernization; planning and finance; land tenure; agricultural policy and planning; rural policy and problems; Ujamma; villigization and settlement; health; nutrition; education; labor, employment and manpower; women in rural development; income distribution; water supply, housing and transportation; farm management; savings and credit; rural co-operatives; crop production; livestock; mechanization and adoption of innovation; rural industry; marketing and price policy; and extension and diffusion of innovations. Entries are cross-referenced and an author index is provided. Tanzanian addresses are given for obtaining those publications not available at larger American university libraries. (NEC)

ED 171 496 RC 011 425

Stern, A. Kenneth

Instruction Ranked Highest by Most Rural Elementary Principals.

Pub Date-Mar 79

Note-7p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Education, Administrator Responsibility, Administrator Role, Communications, Curriculum Development, *Elementary School Supervisors, *Inservice Teacher Education, Instruction, Management, *Needs Assessment, *Principals, *Rural Schools, School Community Relationship, Teaching

Identifiers-*Oklahoma

In a number of respects, principals of rural schools encounter problems different from their counterparts in urban schools, e.g., fewer supportive services are available to assist principals in administering programs for disadvantaged pupils, rural patrons often resist curriculum innovations and new teaching techniques, and any guidance services available are usually those provided by the principal. Principals trying to placate generally conservative school boards frequently resist the ideal of allowing teachers academic freedom and professional interaction among principals to foster growth and development is difficult because rural schools are geographically isolated. As a preliminary step to providing in-service activities and programs for elementary school principals in rural school districts in western Oklahoma, the needs of principals are identified and divided into categories of curriculum, instruction, communication, faculty and staff mangement, and student management; a Needs Assessment of Elementary Principals (NAEP) questionnaire is developed and administered to 269 principals in 177 school districts of 28 counties. Results from 133 usable rank order responses indicate that full-time and half-time principals perceive their greatest need to be instruction related and principals who also teach full-time rank faculty and staff management as their greatest need from in-service programs. (NEC)

ED 171 497 RC 011 428

A Procedures Manual for Assessing the Socioeconomic Impact of the Construction and Operation of Coal Utilization Facilities in the Old West Region.

Booz Allen and Hamilton, Inc., Washington, D.C.
Spons Agency-Old West Regional Commission, Billings, Mont.
Pub Date-74
Note-463p.
Available from-National Technical Information Service, PB 288164/AC, Springfield, Virginia 22161 (HC $11.75, MF $3.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Community Development, Costs, *Economic Development, Employment, Facilities, Financial Support, *Government Role, Housing, Income, *Industrialization, Natural Resources, Population Trends, *Program Design, Quality of Life, Rural Development, Schools, *Socioeconomic Influences
Identifiers-Coal Mining, *Energy Development, *Impact Studies

To assure that development of coal utilization facilities in the sparsely populated Old West Region of Montana, Nebraska, North Dakota, South Dakota, and Wyoming will proceed in an orderly manner with a minimum of socioeconomic disruption or fiscal inequality, impact studies must be prepared for each of the 100 potential sites to be affected. Categories to be included in each study are: sociological impacts, such as changes in population characteristics; economic impacts, including the creation of new employment and income; capital costs for infrastructure, housing, public facilities and commercial facilities; public operating costs for county, municipal and school functions; potential revenues to cover public capital and operating costs; cost/revenue analysis for public operations; and impacts on existing industry. Impacts are to be projected over approximately 30 years, covering the construction, steady-state operating and shut-down phases. This manual provides standardized procedures for those preparing impact analyses which will assure completeness and comparability of all reports. Sample data forms, tables, graphs, charts and formulae comprise a major portion of the manual. (NEC)

ED 171 498 RC 011 429

An Application of a Procedures Manual for Assessing the Socioeconomic Impact of the Construction and Operation of Coal Utilization Facilities in the Old West Region.

Old West Regional Commission, Billings, Mont.
Pub Date-Nov 75
Note-60p.
Available from-National Technical Information Service, PB 288166/AS, Springfield, Virginia 22161 (HC $5.25, MF $3.00)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Development, *Costs, *Economic Development, Employment, *Evaluation, Facilities, Financial Support, *Government Role, Housing, Income, Industrialization, Local Government, Natural Resources, Population Trends, *Program Design, *Program Evaluation, Rural Areas, Schools
Identifiers-*Energy Development, Impact Studies, Wyoming (Wheatland)

To evaluate and test the effectiveness of the Procedures Manual for Assisting the Socioeconomic Impact of the Construction and Operation of Coal Utilization Facilities in the Old West Region,'' an impact study of a proposed electric generating station on the Laramie River near Wheatland, Wyoming, identifies difficulties encountered in the application of the Procedures Manual'' and recommends necessary remedial action. Major weaknesses are: the nonavailability of imput data from the listed sources; application of formulae, especially in the area of determining base and nonbase employment; technical misstatements of formulae; and limitations of the quantitative results. Data indicate the power plant and its 2500 new construction employees are likely to affect all phases of the rural community and place intense pressures upon the units of government for additional facilities and services, resulting in temporary city and school district deficits until increased property tax revenues upon completion of the power plant can off set them. Knowledge of the relative magnitude of the power plant impacts provides local officials with a valuable planning tool. It is in this area that the Procedures Manual'' fulfills a necessary objective. (NEC)

ED 171 499 RC 011 430

Economic and Social Impacts of Coal Development in the 1970's for Mercer County, North Dakota.

Carroll (Thomas E.) Associates, Washington, D.C.
Spons Agency-Old West Regional Commission, Billings, Mont.
Pub Date-Oct 74
Contract-OWRC10470043
Note-295p.
Available from-National Technical Information Service, PB 289958/AS, Springfield, Virginia 22161 (HC $11.75, MF $3.00)
Pub Type- Reports Evaluative (142)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Community Development, *Costs, *Economic Development, Employment, *Facilities, Financial Support, *Government Role, Housing, Human Services, Income, Industrialization, Local Government, Natural Resources, Population Trends, Rural Areas, Schools, *Services
Identifiers-*Energy Development, Impact Studies, North Dakota (Mercer County)

In addition to providing an information base for North Dakota decision makers faced with immediate coal development plans in Mercer County, this study is also designed to serve as a prototype for similar studies incorporating the format and assumptions of the Old West Regional Commission's "Procedures Manual". The investigation is limited to the economic impact on the private and public sectors of the temporary construction force and permanent operating personnel of the new facilities and focuses on those aspects of development which are subject

to quantitative analysis. Included in the report are: a review of boom town experiences in the small, rural communities of Rock Springs and Gillette, Wyoming, and Langdon, North Dakota; a profile of Mercer County describing general characteristics, economic structure, population distribution, public sector infrastructure and governmental structure and planning activity; a description of the existing and proposed coal utilization and mining facilities; estimates of employment, income and sales, and housing needs resulting from development; an examination of the impact on major services of state, county, and city governments and school districts, and the expenditures required to provide the necessary services and facilities; a discussion of the revenue generating potential of the new mining facilities; and an outline of governmental actions such as zoning, loan programs, and revenue transfers that would minimize the net fiscal impact on public sector institutions. (NEC)

ED 171 500 RC 011 431

Sawhney, M. Mohan And Others

Professionals: Their Availability in North Carolina Communities. Progress Report 68.

Spons Agency-North Carolina State Univ., Raleigh. Agricultural Experiment Station.

Pub Date-78

Note-107p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Community Leaders, Community Size, *Demand Occupations, Health Personnel, *Manpower Needs, *Needs Assessment, Occupational Clusters, Professional Personnel, Recruitment, Rural Areas, *Rural Development, Rural Urban Differences

Identifiers-*North Carolina

Leaders in 446 communities throughout North Carolina answered questionnaires designed to determine the perceived need for trained personnel in their communities. The leaders described the availability of 33 professional/occupational categories as serious shortage'', minor shortage'', sufficient'', oversupply'', or none needed/none available''. The majority of leaders agreed on sufficient availability in 23 professional/occupational categories and shortages in 8 categories: physicians, dentists, nurses, veterinarians, home appliance repairmen, health technicians, plumbers, and qualified people for law enforcement positions. Analysis of degree of shortage and community size revealed that when shortages existed, they were especially critical in small communities; when professional/occupational categories were not in short supply, patterns of availability varied with occupational type and community size. Factor analysis using the Statistical Package for Social Sciences indicated that in North Carolina professionals in medical fields are most difficult to find and in shortest supply. The study clarifies the need for effective means of attracting professional and semi-professional personnel to non-urban communities throughout the state. (JH)

ED 171 501 RC 011 435

A Report to Congress on the Continuation of the Applachian Regional Commission.

Appalachian Regional Commission, Washington, D.C.
Pub Date-Mar 79
Note-218p.
Pub Type- Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Community Development, Community Services, Construction Programs, *Depressed Areas (Geographic), Economically Disadvantaged, Economic Development, *Economic Disadvantagement, Education, Employment, *Federal Legislation, Health Services, Human Services, Local Government, Natural Resources, Road Construction, *Rural Areas, *Rural Development, Social Services, *Welfare Services
Identifiers-Appalachia, *Appalachian Regional Commission, Appalachian Regional Development Act 1965, Balance Growth and Regional Development Act 1978

The Appalachian Regional Commission (ARC), established by Congress in 1965, is a unique partnership of federal, state, and local government action attempting to provide every person living in the region with the health and skills needed to compete in everyday life and to attract new industry to the region, thus providing more jobs and a more diversified economic base. The ARC believes that with the further help of its programs, the region can continue to capitalize on its 14 years of progress. In support of this position, this report organizes information into four sections. Section I describes regional conditions in the areas of jobs, population, income, health, education, housing and community facilities and outlines ARC principles. Section II explains the ARC partnership, 1975 Amendments to the Appalachian Regional Development Act, and its planning process. Section III presents data on the six categories of ARC's functional programs: highways; community services and business development; human services; natural resources, environment and energy; Commission and state research; and local development district administrative support. Section IV contains drafts of the proposed 1978 Amendments to the Appalachian Regional Development Act and the Balanced Growth and Regional Development Act of 1978. Appendices furnish related statistics, maps, bibliographies and trends. (NEC)

ED 171 502 RC 011 438

Gridley, Marion E.

Maria Tallchief: The Story of an American Indian.

Pub Date-73

Note-80p.; Not available in hard copy due to publisher's preference

Available from-Dillon Press, Inc., 500 South Third Street, Minneapolis, Minnesota 55415 ($5.95)

Pub Type- Creative Works (030) - Non-Print Media (100)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adolescent Literature, *American Indians, Anglo Americans, *Ballet, *Childrens Literature, Dance, Elementary Education, Family Life, *Females, Reading Materials, Tribes

Identifiers-Cultural Contributions, Osage (Tribe), *Tallchief (Maria)

Maria Tallchief has earned a lasting place in the history of dance as one of the world's greatest ballerinas. She is also an American Indian. She was born in 1925 in Fairfax, Oklahoma; her father was a full-blooded Osage Indian, her mother was of Scotch-Irish and Dutch ancestry. Discovery of oil on the Osage Reservation had brought wealth to all members of the tribe and Maria grew up in a big home surrounded by books and lovely things. She and her sister Marjorie began piano and dance lessons when they were very young. Both girls showed such promise that when Maria was eight the Tall Chief family moved to Los Angeles so the girls could progress with their musical and dance studies. When Maria was seventeen she left home to join the Ballet Russe in New York. The next few years required dedication and hard work and strength in the face of disappointment. Achieving world renown as a ballerina via hard work and heartbreak while tempering her talent in such a way that her performances were unforgettable to all who saw her dance, she became the only American ballerina in history to earn the title of ballerina with the Ballet Russe. The Ballet Theater of New York bestowed on her the title of prima ballerina, the highest title possible. The greatest honor earned and the highlight of her life was the acclamation bestowed on her by the Osage Tribe. Written for grades five and up, this biography traces the professional career of Maria Tallchief and relates it to the history and culture of the Osage people. (Author/DS)

ED 171 503 RC 011 439

Nelson, Mary Carroll
Pablita Verarde: The Story of an American Indian.
Pub Date-71
Note-64p.; Not available in hard copy due to publisher's preference
Available from-Dillon Press, Inc., 500 South Third Street, Minneapolis, Minnesota 55415 ($5.95)
Pub Type- Books (010) - Creative Works (030)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescent Literature, *American Indians, *Artists, Aspiration, *Childrens Literature, *Creative Art, Cultural Background, *Culture Conflict, Elementary Education, Family Life, *Females, Reading Materials, Reservations (Indian), Tribes

Pablita Velarde Hardin is a famous Tewa Indian artist, born in Santa Clara Pueblo, New Mexico in 1918. She has helped revive and reinterpret traditional Indian art forms, preserving both for the pleasure of people today and for future generations. From ancient tales told to her by her father she has written and illustrated Old Father, the Story Teller'', a book of Tewa legends. Pablita's life has been one of conflict between her Indian heritage and her life in the Anglo world. Her years were much like those of any other Tewa baby, although when she was three her mother died. She was educated in Indian boarding schools and in the eighth grade received her first art training at the Bureau of Indian Affairs boarding school in Santa Fe. There Indian children were taught basic art concepts but were encouraged to develop their own art styles and to reflect their own cultures. By the end of the first year her detailed paintings of pueblo life were chosen for exhibit in Chicago and Washington, D.C. She graduated from high school in 1936, a feat seldom accomplished by girls of her tribe at that time. At 23 she married Herb Hardin, an accomplished Anglo, and became the mother of two, Herby and Helen, the latter being an artist in her own right. She kept to her art resulting in fame for her murals and paintings. Her work is related to her Indian culture and she has attempted to preserve Santa Clara Pueblo culture; she uses her art to interpret Indian life. Today she is the most famous Indian woman painter in the world. This biography is written for grades five and up. (Author/DS)

ED 171 504 RC 011 440

Nelson, Mary Carroll

Annie Wauneka: The Story of an American Indian.

Pub Date-72

Note-75p.; Not available in hard copy due to publisher's preference

Available from-Dillon Press, Inc., 500 South Third Street, Minneapolis, Minnesota 55415 ($5.95)

Pub Type- Books (010) - Creative Works (030)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adolescent Literature, *American Indians, Aspiration, *Childrens Literature, Disease Control, Elementary Education, Family Life, *Females, *Health Education, History, Leadership, Politics, Reading Materials, Reservations (Indian), Self Determination, Tribes

Identifiers-*Navajo Nation, New Mexico, Tuberculosis, *Wauneka (Annie Dodge)

Annie Dodge Wauneka, daughter of a great Navajo leader, is in her own right a respected leader of her people. The first woman ever to be elected to the Navajo Tribal Council, she has worked tirelessly to improve the health and welfare of the Navajos. Ever since she, as a young schoolgirl, helped nurse her classmates through a disastrous flu epidemic, Annie Wauneka has fought the diseases that were killing so many of her people. The fact that tuberculosis is no longer the main cause of death on the reservation is largely due to her efforts. Because she emphasizes the importance of preventing disease as well as curing it, much of her work is aimed at improving the Navajo's living conditions and educating them on the causes and prevention of disease. In 1963 she was awarded the Medal of Freedom, America's highest civilian honor. This biography is written for grades five and up and is part of a series on famous Indian people. While summarizing her years of growing up on the Reservation and her political involvement and service to her Navajo people, this document also explores the customs, history, and religious beliefs of the Navajo, while providing a sensitivity to the problems encountered by the Navajo as they have been forced to adjust to the ways of the white man's world that surrounds them. (Author/DS)

ED 171 505 RC 011 441

Olsen, Marvin E. Merwin, Donna J.

Toward a Methodology for Conducting Social Impact Assessments Using Quality of Social Life Indicators.

Battelle Pacific Northwest Laboratories, Richland, Wash.

Spons Agency-Energy Research and Development Administration, Washington, D.C.

Report No.-BNWL-2084

Pub Date-Jul 76

Contract-E(45-1)-1830

Note-41p.

Available from-National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC $5.00, MF $2.25)

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Demography, *Development, Economics, Environmental Research, *Humanization, Industrialization, Models, *Planning, *Quality of Life, *Research Methodology, Rural Areas, Social Change, *Social Indicators, Social Structure, Social Welfare, Technological Advancement

Identifiers-*Impact Studies, Public Services

Broadly conceived, social impacts refer to all changes in the structure and functioning of patterned social ordering that occur in conjunction with an environmental, technological, or social innovation or alteration. Departing from the usual cost-benefit analysis approach, a new methodology proposes conducting social impact assessment grounded in the theoretical perspective of human ecology. Empirically, the methodology uses quality of social life indicators (50 community characteristics categorized under the headings of demography, economy, social structure, public services, and social well-being) that are measured with objective data, weighted according to subjective value judgements, and combined into factor indexes. The principal benefit of this methodology is that it enables social scientists to use dynamic system modelling to predict the most likely impacts of any specified innovation. Although this methodology still requires refinement and testing, its main features can be of practical use to social researchers and planners in measuring the actual effects of ongoing programs or projects and for forecasting the likely consequences of proposed policies or developments. (NEC)

Soto, Antonio R.

Ethnic Minorities Within a Religious Institution: The Case of the Chicano and the Church in California.

Pub Date-2 May 79
Note-40p.; Paper presented at the Annual Conference on Ethnic and Minority Studies (7th, La Crosse, Wisconsin, May 2-5, 1979); Not available in hard copy due to author's preference
Pub Type- Historical Materials (060) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bias, *Catholics, Change Agents, Churches, *Church Role, Church Workers, Ethnic Grouping, Ethnic Groups, *Mexican Americans, *Power Structure, Priests, Religion, *Social Action, *Social Discrimination
Identifiers-*California (North), Chicanos

Spanish-speaking people constitute almost one-fourth of the American Catholic Church's membership, yet they have had little representation in the structure of the Church. In the 130 years of interaction of the Chicano population with the Church, little indigenous leadership has emerged from its ranks; of the 58,301 American priests today, less than 200 are Chicano. A study of the relationship between the Catholic Church and the Mexican American people directed historical and sociological analysis toward the ethnic stratification prevailing in the Church and the resulting non-participation of Mexican Americans in its structure. Covering the years from 1848 when the United States took over the entire Southwest to the present, the study focused primarily on northern California. The study showed that the Church has reflected the value system of the dominant society, thus presenting political and cultural barriers to the aspirations of the Mexican which tended to alienate him from the Church. Although for many the Church existed as an integrative force which helped individuals survive the chaotic conditions of life, by and large its approach had always been paternalistic and its structured clericalism an obstacle to any meaningful participation by Chicanos. The Church must search for a new understanding on which to base itself, a model which can bring about a more effective pluralism of cultures, the indigenization of its leadership, and new forms of ministry which will provide participation by all. (Author/DS)

Toya, Ronald G.

Pueblo Management Development: An Approach Toward the Development of Pueblo Leaders and Their Governmental Operations.

Pub Date-76
Note-122p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Accountability, Administrative Principles, American Indian Culture, *American Indians, *Community Involvement, Leadership, *Leadership Responsibility, Leadership Training, *Management Development, Management Education, Self Determination, Tribes
Identifiers-Bureau of Indian Affiars, Federal Indian Relationship, Indian Self Determination Education Assistance Act, New Mexico, *Pueblo (People), *Tribal Government, Tribal Sovereignty

With the emphasis changing from paternalism by the federal government to self determination, it is time to set aside tribal politics and work toward developing, strengthening and improving Pueblo governments and leaders. By incorporating basic management techniques into the operation of tribal governments while taking into account laws of the United States and demands of the people who comprise tribal communities, Pueblos can develop sound, businesslike tribal governments without moving away from a traditional form of government. Techniques such as instituting a span of control with a chain of command and lines of authority, creating an organizational chart and a written description for each position in the tribal government, and developing a personnel policy with standards and procedures for appointing, paying, training, promoting or dismissing tribal government employees can provide a basic step in the developmental process. Establishing a reputation of professionalism and quality within tribal governments and organizing and utilizing an effective system of communication between the people and their tribal governments are other key areas for development. To assure continuity programs must be coordinated from year to year to withstand changes in tribal leadership. To prevent deterioration of integrity of funds and to assure continued and increased appropriations by Congress, a complete financial system supported by vouchers must be implemented. (NEC)

ED 171 508 RC 011 445

Handbook. American Indian Bilingual Education Center.

New Mexico Univ., Albuquerque. Coll. of Education.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-79
Grant-G00784907
Note-56p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-American Indians, *Bilingual Education, Consultants, Elementary Secondary Education, Federal Legislation, *Information Dissemination, Inservice Teacher Education, *Instructional Materials, Language Research, Needs Assessment, Parent Education, Pilot Projects, *Program Coordination, Resource Centers, Resource Materials, *Staff Improvement, Technical Assistance, Tribes
Identifiers-*American Indian Bilingual Education Center, *American Indian Education, Elementary Secondary Education Act Title VII, United States (Southwest), University of New Mexico

As part of the National Network of Centers for Bilingual Education, the American Indian Bilingual Education Center (AIBEC) provides resource and training services for administrators, teaching staff, parents, and others active in all phases of Title VII bilingual education in a region (comprised of New Mexico and parts of Arizona, Utah, and Colorado) in which the principal tribes are Apache, Navajo, and Pueblo. AIBEC also attempts to coordinate Title VII bilingual education activities in regional LEAs, SEAs, and Institutions of Higher Education (IHEs) via a service delivery system which involves: (1) conducting needs assessments and compiling linguistic information; (2) training, technical, and programmatic assistance coordinated with other agencies; (3) pilot testing of instructional materials; (4) a regional communications network; (5) collecting and disseminating American Indian bilingual education materials via the AIBEC Materials Bank; (6) parent training; and (7) comparative analyses and linguistic surveys of major American Indian languages in the region. The Handbook describes the Center's staff and services, and the complete procedures for requesting and receiving AIBEC services, including services provided by consultants. Appendices contain sample request and evaluation forms; lists of regional LEAs, SEAs, and IHEs; and addresses of General Assistance Centers. (SB)

Needs Assessment Survey and Goals and Objectives.

New Mexico Univ., Albuquerque. Coll. of Education.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-79
Note-38p.; Some pages may not reproduce due to print size of original document
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-American Indians, *Bilingual Education, Elementary Secondary Education, Federal Legislation, *Inservice Teacher Education, *Multicultural Education, *Needs Assessment, Parent Education, *Program Planning, Staff Improvement, Teacher Aides
Identifiers-*American Indian Bilingual Education Center, *American Indian Education, Elementary Secondary Education Act Title VII

Inservice training sessions for directors, teachers, and teacher aides were the services most commonly requested in a 1978 survey of administrators and staff of Title VII bilingual education programs in the American Indian Bilingual Education Center (AIBEC) service region of New Mexico and parts of Colorado, Arizona, and Utah. Respondents felt that Institutions of Higher Education (IHEs) should help meet staff training needs with courses in bilingual education methodology and philosophy, American Indian art for classroom teachers, and curriculum development. All respondents endorsed pilot and field tests of classroom materials. More information regarding bilingual education and greater involvement in schools and learning activities were the most commonly requested services for parents. Respondents perceived AIBEC's role in the overall Title VII bilingual plan as including the provision of: a united effort for American Indian bilingual education, teacher training, and program and legislative information. Respondents recommended that AIBEC improve communications with regional Title VII programs. Based on the survey results, AIBEC's goals for 1978-79 included: conducting needs assessments; providing training, technical assistance, and programmatic assistance for LEAs; pilot testing of curriculum materials; organizing a communication system; materials collection; parent training; and linguistic survey and analysis. (SB)

ED 171 510 RC 011 448

An Annotated Bibliography of Bilingual Education Materials.

New Mexico Univ., Albuquerque. Coll. of Education.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-Mar 79
Note-83p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-American Indians, Audiovisual Aids, *Bilingual Education, Books, Elementary Secondary Education, English (Second Language), Federal Legislation, *Instructional Materials, Kindergarten, *Multicultural Education, *Navajo, Reading Materials, Resource Centers, *Resource Materials, Supplementary Reading Materials, Teaching Guides, Tribes
Identifiers-*American Indian Bilingual Education Center, *American Indian Education, Elementary Secondary Education Act Title VII

Items in the largely annotated, March 1979 bibliography are examples of American Indian resources housed at the American Indian Bilingual Education Center (AIBEC) Materials Bank and are included in the bibliography solely for their educational and historical value. The resources are appropriate for professional research and as supplementary classroom materials. The bibliography includes approximately 400 items organized by subject, source, or genre: (1) professional books; (2) guides to American Indian education; (3) audiovisual aids; (4) materials for the Native American Materials Development Center Navajo Bilingual-Bicultural Kindergarten Kit and Supplementary Navajo Teaching Materials; (5) Navajo readers; (6) resources for multicultural education, English as a second language, American Indian education, and values clarification; and (7) materials from the National Clearinghouse for Bilingual Education, ERIC, and the National Dissemination and Assessment Center. Most sections are organized alphabetically by title, and include item cost, publisher's address, and a brief description. Some citations also indicate appropriate grade level, language, and publication date. There is an extensive alphabetical list of publishers and distributors of American Indian materials. (SB)

ED 171 511 SE 025 099

Kistiakowsky, Vera

Women in Physics and Astronomy.

Pub Date-Mar 78
Note-26p.; Paper presented at the Conference on Expanding the Role of Women in Science (New York, New York, March 6-8, 1978); Contains occasional light and broken type
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Astronomy, Careers, Conferences, *Females, Physics, *Professional Recognition, *Science Careers, Science Education, *Scientists, Status Need, *Womens Education

This paper presents the situation of women scientists in the United States in the fields of physics and astronomy. It gives a brief picture of the situation since the beginning of the 18th century and up to the start of this century. During the past 77 years, the percentage of participation of women in the two fields has fluctuated with a sharp increase in the last few years. The paper reveals that the rate of unemployment for women scientists in 1975 was four times higher than that for men, and that their salaries were consistently lower. However, recent increased percentages of physics doctorates awarded to women and the reversal on acceptable reasons for discriminating against women, coupled with changes in the societal views of appropriate roles for women, will make it easier for women to take themselves seriously as competitive scientists. The paper includes seven tables and five graphs to compare and explain data. (GA)

ED 171 512 SE 026 839

Energy, Food, Population, and World Interdependence: A Symposium. A Report of the Committee on Chemistry and Public Affairs.

American Chemical Society, Washington, D.C.
Pub Date-Jun 78
Note-55p.
Available from-American Chemical Society, Special Issues Sales, 1155 16th St., N.W., Washington, D.C. 20036 (no price quoted)
Pub Type- Collected Works - Proceedings (021) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Developed Nations, Developing Nations, *Energy, Environment, *Food, *Futures (of Society), *Global Approach, International Organizations, Pollution, *Population Trends, World Problems

The proceedings of a symposium sponsored by the American Chemical Society and held in New York in April 1976 are presented here. The focus of this symposium was on world interdependencies in the areas of food, energy and population. Papers presented examined the current and future problems facing the peoples of the world stressing the need to approach these problems with interdependence in mind. Panel question and answer sessions are included. (MR)

ED 171 513 SE 026 879

Teaching for Mastery in Mathematics. Using the U-SAIL Basic Mathematics System.

Utah System Approach to Individualized Learning Project.
Pub Date-76
Note-27p.; Contains occasional small, light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, *Individualized Instruction, *Instruction, *Instructional Materials, *Mastery Learning, *Mathematics Education, *Teaching Methods
Identifiers-*Utah

This guide gives specific guidelines for a five-step system to install effectively an individualized mathematics program. These steps are: (1) use of a planning model described; (2) organization of resources available; (3) installation of an environment in which individualization is possible; (4) use of diagnostic and prescriptive teaching; and (5) installation of student-directed teaching and learning strategies including all aspects of learner decision-making. (MP)

ED 171 514 SE 026 951

Lindvall, C. Mauritz Ibarra, Cheryl Gibbons

The Relationship of Mode of Presentation and of School/Community Differences to the Ability of Kindergarten Children to Comprehend Simple Story Problems.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Pittsburgh Univ., Pa. Learning Research and Development Center.

Pub Date-79

Note-13p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Tables marginally legible

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Comprehension, *Educational Research, Elementary Education, *Elementary School Mathematics, *Instruction, *Kindergarten, *Problem Solving, Rural Urban Differences, Teaching Techniques

The extent to which kindergarten children are able to solve simple quantitative problems merely through the application of counting procedures, before they receive formal instruction in any basic arithmetic operations, is investigated. The study indicates that most kindergarten children can comprehend simple story problems of the type used in typical classroom explanations of the meaning of addition and subtraction sentences. However, it also suggests that it is important that the presentation of such stories should be accompanied by a maximum use of the demonstration of the actions described in the stories. (MP)

Begle, E. G.
Critical Variables in Mathematics Education: Findings from a Survey of the Empirical Literature.
Mathematical Association of America, Washington, D.C.; National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date-79
Note-165p.
Available from-National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 ($8.00 nonmembers, $6.40 members)
Pub Type- Books (010) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-*Curriculum, Elementary Secondary Education, Environment, *Instruction, *Mathematics Education, Problem Solving, *Research Needs, *Research Reviews (Publications), Student Characteristics, *Teacher Characteristics, Tests

This survey represents an attempt to indicate how much is known about all aspects of research in mathematics education. For each topic, a brief description of the variable is provided and the kinds of experiments or other empirical studies which have been used to investigate them are indicated. At the end of each chapter is a bibliography and a list of illustrative research reports. The final chapter contains suggestions as to priorities for more extensive reviews of the available factual information on various aspects of mathematics education and for further research. Topics covered include teachers, curriculum, student variables, environment, instruction, tests, and problem solving. (MP)

ED 171 516 SE 026 956

Sharron, Sidney, Ed. Reys, Robert E., Ed.

Applications in School Mathematics: 1979 Yearbook.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date-79

Note-247p.

Available from-National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 ($12.00 nonmembers, $9.60 members; Discounts on quantity orders)

Pub Type- Books (010) - Information Analyses (070) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Calculation, *Curriculum, Elementary Secondary Education, *Essays, *Instruction, Learning Activities, *Mathematical Applications, *Mathematics Education, *Problem Solving, Yearbooks

Identifiers-*Applications, Calculators

Presented are twenty essays related to applications in school mathematics and aimed at the classroom teacher. The essays use numerous examples and illustrations that provide the teacher with something tangible for immediate use. Four thematic areas are addressed: (1) What are applications?; (2) Why include applications in school mathematics?; (3) How can applications be brought to the classroom?; and (4) What issues are related to applications? Topics covered include direct word quotes, human variability, finance, music, environmental problems, socioeconomic problems, and statistics. (MP)

ED 171 517 SE 026 960

Johnson, Carl S. Byars, Jackson A.

Influences on Mathematical Preparation of Secondary School Teachers of Mathematics.

Pub Date- 78
Note-13p.
Pub Type- Reports Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum, *Educational Research, Higher Education, *Mathematics Education, *Preservice Education, *Secondary School Teachers, *Teacher Education

The results of a survey related to the impact of various recommendations on preservice content programs for teachers of mathematics are reported. The content of current programs is compared to the recommendations of the Committee on Undergraduate Programs in Mathematics (CUPM). The acceptance of CUPM and the Cambridge Conference on School Mathematics (CCSM) are reported. Information regarding organizations that were perceived to have directly influenced changes since 1960 was also obtained. (MP)

ED 171 518 SE 027 528

Mullis, Ina V. S.

Effects of Home and School on Learning Mathematics, Political Knowledge and Political Attitudes.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date-Apr 79

Note-72p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Some tables marginally legible

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Achievement, *Educational Environment, *Educational Research, Elementary Secondary Education, *Family Environment, Learning, *Mathematics Education, *Physical Environment, Political Attitudes, Political Science

Data collected in 1976 by the National Assessment of Educational Progress (NAEP) were analyzed by using a path analysis of clusters of variables combined into single composite variables. Investigated were the relative importance and effect of three clusters of variables (home environment variables, community and school environment variables, and school instructional variables) on educational achievement in the areas of mathematics, political knowledge, and socio-political attitudes. The effect of school on learning was substantially larger than the effect of type of school and school program and tended to be quite high relative to the effect of home on learning. (MP)

ED 171 519 SE 027 535

Diagnostic Prescriptive Arithmetic of Staten Island.
New York City Board of Education, Staten Island.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date- 78
Note-19p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Diagnostic Teaching, Elementary Education, *Elementary School Mathematics, *Instruction, *Program Descriptions, Teacher Education, Validated Programs, *Workshops
Identifiers-*Diagnostic Prescriptive Arithmetic, National Diffusion Network Programs

A description of this basic arithmetic program includes an outline of its goals, features contained in a teacher's manual, task cards and supplementary resource materials, steps involved in the implementation of the program, and answers to some questions about the program. An outline of the training program is given along with a workshop schedule. Other features of the program described include visitation procedures, essential commercial materials, and adoption responsibilities. (MP)

ED 171 520 SE 027 541

Hector, Judith H.

Using a Calculator to Teach Fraction Computation in Basic Arithmetic: Research and Observations.

Pub Date-78
Note-9p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Algorithms, *Calculation, *Community Colleges, *Fractions, Higher Education, Instruction, *Mathematics Education, *Research
Identifiers-*Calculators

The relative effectiveness of three methods of teaching fraction computation in the context of the community college was investigated. The use of calculators was a special focus of the study. The three methods were: (1) conventional algorithms with no calculator, (2) conventional algorithms with calculator, and (3) alternative algorithms using decimal fractions with the calculator. The results indicate that learning calculator-based algorithms produced no differences in computational skill, understanding, attitudes, nor length of time to learn when compared with learning conventional algorithms. (MP)

ED 171 521 SE 027 554

Teague, Wayne

Alabama Course of Study: Mathematics. Bulletin 1978, No. 12.

Alabama State Dept. of Education, Montgomery.

Pub Date-Feb 78

Note-96p.; Not available in hard copy due to marginal legibility of original document

Available from-Basic Sciences Section, State Department of Education, 111 Coliseum Blvd., Montgomery, Alabama 36109 (free while supply lasts)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Course Content, *Course Objectives, *Curriculum Guides, Elementary Secondary Education, *Instruction, *Mathematics Education, *Program Descriptions

Identifiers-*Alabama

The aims of this course of study are to provide a solid conceptual base in mathematics for grades K-12 as well as to assure mastery of computational skills. Features include an emphasis on inquiry and discovery techniques, the presentation of the metric system and the English system separately, and an attempt to meet problem-solving needs in real-life experiences. The major emphasis of each course is pointed out, general objectives are given, and a program outline presented. (MP)

ED 171 522 SE 027 559

Sex Stereotyping in Math Doesn't Add Up. Project on Sex Stereotyping in Education.

Georgia State Univ., Atlanta.
Spons Agency-Women's Educational Equity Communications Network, San Francisco, Calif.
Pub Date- 78
Note-17p.; Not available in hard copy due to copyright restrictions
Available from-Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160 (no price quoted)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Inservice Education, *Instruction, *Mathematics Education, *Sex Stereotypes, *Teacher Education, *Transparencies

This instructional module on sex stereotyping and its effect on mathematics education is composed of four transparency masters, two handouts, and a bibliography and is designed to accompany a 25-minute tape. The four transparencies are stereotyping sample mathematics problems, sex differences in mathematical skills, and mathematics courses and job choices. The two handouts illustrate sex stereotyping in mathematics word problems and indicate things to do to combat sex stereotyping in mathematics. (MP)

ED 171 523 SE 027 560

Evaluation of Teaching and Learning Models for Mathematics and Reading. Final Report.

Creative Research Associates, Inc., Silver Spring, Md.
Spons Agency-District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date-Aug 78
Contract-0435-AA-NS-0-8-GA
Note-24p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement, *Diagnostic Teaching, Elementary Secondary Education, Evaluation, *Instruction, *Mathematics Education, *Program Evaluation, *Reading, Research

The project that this report evaluates was designed to increase elementary and junior high student achievement levels, competency, and motivation for achievement in reading and mathematics through a competency-based mathematics and reading curriculum based upon utilization of a diagnostic-prescriptive instructional method. This report describes the instructional method, the schools, students, and teachers serviced, the project objectives, and the evaluation objectives. The study concludes that the effectiveness of the project cannot be adequately evaluated until it is fully implemented. (MP)

ED 171 524 SE 027 561

Pullman, Howard W.

Cognitive Structure and Performance in Mathematics.

Pub Date- 79

Note-27p.; Contains occasional light and broken type

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Development, *Geometry, *Performance, *Prediction, *Research, Secondary Education, *Secondary School Mathematics

A selection of 14 tests of five cognitive factors was administered to 95 senior high school geometry students. These cognitive factors were then related to six measures of performance in mathematics and subjected to correlation analysis and stepwise regression. The findings indicated that the selected cognitive factors correlated with all measures of mathematical performance and added a statistically significant amount to intelligence in predicting performance in mathematics. (Author/MP)

ED 171 525 SE 027 562

Pullman, Howard W.

The Relation of the Structure of Language to Performance in Mathematics.

Pub Date- 79
Note-23p.; Contains light and broken type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Geometry, *Language Patterns, *Logical Thinking, *Mathematics Education, Performance, Prediction, *Research, Secondary Education, *Syntax, *Thought Processes

The relationship of performance in mathematics to syntactical language factors obtained from speech samples was investigated with 95 senior high school geometry students. Statistical procedures included correlation analysis and stepwise regression. The findings indicated that certain syntactical measures indicating logical thought processes correlated significantly with measures of mathematical performance. In addition, these syntactical measures added a statistically significant amount to intelligence in predicting performance in mathematics. (Author/MP)

Suggestions for Teaching Mathematics Using Laboratory Approaches in Grades 1-3. 7. The Metric System.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.; State Univ. of New York, Albany.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-43p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Activities, Elementary Education, *Elementary School Mathematics, Instructional Materials, *Learning Activities, Learning Difficulties, Mathematics Education, *Mathematics Instruction, Metric System, Primary Education, Primary Grades, *Remedial Instruction, *Remedial Mathematics

Identifiers-Elementary Secondary Education Act Title I

This guide is the seventh teachers' guide developed by the Division for Curricular Services and the Bureau of Mathematics Education in cooperation with the Division of Federal Education Opportunity Programs, ESEA Title I. It contains 100 mathematics activities within 37 pages for primary students. The activities are planned for teachers to use with children who have had difficulty with mathematics in traditional programs. Using the mathematics laboratory approach, children can actively engage in measuring, recording, estimating, and weighing in metric units. Each activity includes: (1) a suggested grade level; (2) a statement of purpose; (3) a list of familiar classroom objects and metric devices to use; (4) a set of procedures to follow; and (5) questions to guide the teacher and students through the activities. Sample charts and illustrations are interspersed throughout the manual. (SA)

ED 171 527 SE 027 565

Sullivan, John And Others

Creative Problem Solving.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.; State Univ. of New York, Albany.

Pub Date- 78

Note-49p.; Contains occasional light type

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Creative Thinking, Elementary Secondary Education, Inservice Teacher Education, *Instructional Materials, *Mathematics Education, *Pattern Recognition, Problem Sets, *Problem Solving, *Teaching Techniques

Identifiers-*New York

An overview of a variety of interesting teaching techniques is given to assist school personnel in strengthening their overall mathematics programs in the first eight grades. The problem-solving approaches recommended are so designed that they should be useful in every subject. The materials could also be used as a basis for teacher in-service training. Topics covered include an enlarged view of problem solving, how to create problems, organizing facts to perceive patterns, and problem sets related to a variety of topics. (MP)

ED 171 528 SE 027 566

Problem Solving. Revised Edition.
New York State Education Dept., Albany. Bureau of General Education Curriculum Development.; State Univ. of New York, Albany.
Pub Date-Dec 78
Note-36p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, *Elementary School Mathematics, *Instruction, *Instructional Materials, *Learning Activities, *Problem Solving, *Teaching Techniques

This pamphlet is designed to give help in developing problem solving by examples of techniques at grade levels one through six. A number of illustrations are presented of problems that are typical of the types appropriate at each grade level. For each problem, a suggestion of a solution appears with alternative methods suggested in several cases. Emphasis is given to the use of number sentences. Eight steps in problem solving are outlined for the initial development of problem-solving ability. (MP)

ED 171 529　　　　　　　　　　　　　　　　　　　　SE 027 577

Williams, S. Irene Jones, Chancey O.

A Survey of the Use of Hand-Held Calculators in Advanced Placement Calculus Courses. College Board Program Report P78-1.

Educational Testing Service, Princeton, N.J.

Report No.-ETS-P-78-1

Pub Date-78

Note-26p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Calculation, *Calculus, *College Entrance Examinations, *Educational Research, Secondary Education, *Secondary School Mathematics, Surveys, *Testing Programs

To assist the College Board Calculus Development Committee in arriving at a decision regarding the policy that should be followed in allowing the use of calculators on the Advanced Placement (AP) examinations after 1980, a questionnaire was developed. It obtains information from secondary school mathematics teachers about the extent to which calculators are used in calculus classes, the extent to which courses are modified because of the use of calculators, and the opinions of the teachers about how the use of calculators on the AP mathematics examinations would affect student performance. (MP)

ED 171 530 SE 027 591

Mitchell, Eugene E., Ed. Leventhal, Lance A.

Coed Transactions, Vol. XI, No. 1, January 1979. Microprocessor Course Development Equipment Selection.

American Society for Engineering Education, Washington, D.C. Computers in Education Div.

Pub Date-Jan 79

Note-8p.

Available from-COED Transactions, ASEE, P.O. Box 308, West Long Branch, New Jersey 07764 (no price quoted)

Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Building Systems, *Computers, *Computer Science Education, Criteria, *Educational Technology, Engineering Technology, Equipment, Postsecondary Education, Program Development, *Technical Education

Identifiers-Electrical Equipment

Many devices and systems related to microprocessors are available on the marketplace. The author suggests that criteria for selecting and designing workstations and development systems are necessary. Seventeen important factors of designing workstations and six desirable features of a development system are presented. The kinds of places in which to obtain software are given. The opinion of the author is that technical schools should acquire a single microprocessor which is widely used. One workstation could then be expanded for use in various projects and a central development facility prepared with more advanced tools. (SA)

ED 171 531 SE 027 592

McCarley, Orin, Ed.

Science Education News, Fall 1978/Winter 1979.

American Association for the Advancement of Science, Washington, D.C.
Report No.-AAAS-Pub-79-N-1
Pub Date-79
Note-13p.
Available from-Science Education News, American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (no price quoted)
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aurally Handicapped, Blind, Career Opportunities, Counseling, Deaf Education, Elementary Secondary Education, Higher Education, Mainstreaming, *Physically Handicapped, *Science Education, *Visually Handicapped

This issue of the American Association for the Advancement of Science (AAAS) newsletter is devoted to the science education for physically, visually, and aurally handicapped children. Articles include thoughts on teaching deaf students and blind students, a brief description of a science program for young physically handicapped children, aids in teaching laboratory science to visually impaired students and deaf students, aids in teaching field aspects of science to the physically handicapped, and counseling of the handicapped for a career in science. A collection of addresses of organizations and sources of information for teachers who have handicapped students in their classes is included. (MA)

ED 171 532 SE 027 594

Ben-Baruch, Nehemyah

Measurement of the Readability of Hebrew Language Mathematics Textbooks.

Pub Date-Jun 78

Note-96p.; M.S. Dissertation, Israel Institute of Technology; Contains occasional light and broken type

Language-English; Hebrew

Pub Type- Reports - Research (143) - Dissertations/Theses (040)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Hebrew, *Masters Theses, *Readability, *Research, Secondary Education, *Secondary School Mathematics, *Textbooks

This research thesis, written in Hebrew, tries to apply various methods of measuring readability to ranking the readability of two mathematics textbooks widely used in the seventh grade. The readability was measured by formula, by expert judgment, by cloze procedure, and by comprehension tests. High correlations were obtained between the rankings of the readability by formula, judgment, and cloze procedure. This suggests the possibility of using the convenient and easy method of the readability formula to rank the readability of Hebrew mathematical texts. An abstract of the thesis is written in English. (MP)

ED 171 533 SE 027 595

Bielefeld, Carole
SI - A Metric Workbook for Teachers of Consumer & Homemaking Education.
Orange County Dept. of Education, Santa Ana, Calif.
Pub Date-77
Note-117p.; Not available in hard copy due to copyright restrictions
Available from-Orange County Department of Education, 1300 South Grand Avenue, Building B, P.O. Box 11846, Santa Ana, California 92711 ($1.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Consumer Education, *Curriculum Guides, *Homemaking Education, Instruction, Learning Activities, *Measurement, *Metric System, Secondary Education, *Secondary School Mathematics

This workbook is presented in a format designed for easy use by instructors of consumer and homemaking education. The material is geared for the daily activities of the American home. An introduction contains a history of the metric system and a discussion of the future role of the metric system in the United States. Detailed instructions are given for a transparency presentation of the metric system, including the narration. A series of experiments is described to provide for learning activities. Reference materials include additional classroom activities, conversion charts, and sources of metric supplies. (MP)

ED 171 534 SE 027 601

Gorham, Jonathan W.

Solar Concepts: A Background Text.

Maine Audubon Society, Falmouth.
Spons Agency-Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.
Pub Date-Mar 79
Note-136p.; For related document, see SE 027 602; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Energy, Energy Conservation, Environmental Education, *Heating, Nonformal Education, Physics, Postsecondary Education, *Science Education, *Secondary Education, *Solar Radiation, Technological Advancement, *Thermal Environment

This text is designed to provide teachers, students, and the general public with an overview of key solar energy concepts. Various energy terms are defined and explained. Basic thermodynamic laws are discussed. Alternative energy production is described in the context of the present energy situation. Described are the principal contemporary solar applications, including passive solar, mass walls, windows as solar collectors, attached greenhouses, and solar water heating. The document is designed to be used with a companion volume of teacher notes. (Author/RE)

ED 171 535 SE 027 602

Gorham, Jonathan W.
Solar Concepts: Teacher Notes.
Maine Audubon Society, Falmouth.
Spons Agency-Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.
Pub Date-79
Note-141p.; For related document, see SE 027 601; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Energy, Energy Conservation, Environmental Education, *Heating, Nonformal Education, Physics, Postsecondary Education, *Science Education, *Secondary Education, *Solar Radiation, Technological Advancement, *Thermal Environment

This volume of teacher notes describes teaching methods to support the material presented in the background text and to elaborate on basic solar concepts. Included are objectives and quizzes, teacher notes and bibliographies, and selected student projects. (Author/RE)

ED 171 536 SE 027 607

Schoenfeld, Alan H.

Presenting a Model of Mathematical Problem Solving.

Pub Date-Mar 79
Note-20p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Mathematics, *Course Descriptions, *Curriculum, Higher Education, *Instruction, *Problem Solving, *Research

Two questions are dealt with: (1) Can those strategies or behaviors which enable experts to solve problems well be characterized, and (2) Can students be trained to use such strategies? A problem-solving course for college students is described and the model on which the course is based is outlined in an attempt to answer these questions. The five-step model provides a guide to the problem-solving process. The stages are analysis, design, exploration, implementation, and verification. Pretest to posttest comparisons indicate that the students became more fluent at generating plausible approaches to problems. (MP)

ED 171 537 SE 027 608

Schultz, Karen A.

Visual-Spatial Operations and the Development of Problem Solving Abilities.

Pub Date-78
Note-11p.; Paper presented at the meeting of the Georgia Educational Research Association (Athens, Georgia, January 13-14, 1978); Contains occasional marginal legibility
Pub Type- Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors *Cognitive Development, Elementary Secondary Education, *Mathematics Education, *Problem Solving, *Research Reviews (Publications), *Thought Processes, *Visual Perception

The role of visual-spatial operations in nonroutine mathematical problem solving in schoolchildren is investigated through a search of related literature. It is suggested that certain visual-spatial operations are concomitant with the mental processes necessary in problem solving. The following topics are discussed: (1) the importance of problem solving; (2) the process of problem solving; (3) visual-spatial factors and mental processes; (4) the visual-spatial approach to problem solving; (5) visual-spatial skills and mathematics achievement; and (6) visual-spatial skills and sex. (MP)

ED 171 538 SE 027 609

Edgell, John J., Jr.

Decimals Take a New and Dominate Role in the Curriculum.

Pub Date-78
Note-28p.; Contains occasional light and broken type ; Paper presented at the Annual Convention of the American Mathematical Association of Two Year Colleges (Houston, Texas, October 10-14, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Calculation, *College Mathematics, *Decimal Fractions, *Fractions, Higher Education, *Instruction, *Teaching Techniques
Identifiers-*Calculators

Discussed are the difficulties that entering college freshmen seem to have with mathematics, particularly with fractional forms. A success-oriented program is suggested in which all students are successful. To obtain this goal, a number of alternative routes are discussed such as presenting decimals before fractional forms and the use of the calculator which uses a decimal format. (MP)

ED 171 539 SE 027 615

Berliner, David C.

Allocated Time, Engaged Time and Academic Learning Time in Elementary School Mathematics Instruction.

Pub Date-78

Note-25p.; Paper presented at the annual meeting of the National Council on Teaching Mathematics (San Diego, California, April 12, 1978); Not available in hard copy due to marginal legibility of original document

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Achievement, *Educational Research, Elementary Education, *Elementary School Mathematics, *Instruction, *Learning, Teaching, *Time

Identifiers-*Learning Time

Descriptive data on allocated time, engaged time, and academic learning time are presented and examined. The thesis of this paper is that the marked variability in these three variabies is the most potent explanatory variable to account for variability in student achievement, after initial aptitude has been removed as a predictor variable. A corollary of this thesis is that interactive teaching behaviors can only be understood through their effects on academic learning time. (MP)

ED 171 540 SE 027 617

Easley, J. A., Jr.

Mathematical Foundations of Forty Years of Research on Conservation in Geneva. Revised Edition.

Pub Date-78

Note-28p.; Paper presented at the annual meeting of the National Council of Teachers of Mathematics (San Diego, California, April 12, 1978); Not available in hard copy due to marginal legibility of original document

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cognitive Development, *Conservation (Concept), Elementary Secondary Education, *Learning, *Mathematical Concepts, *Mathematics Education, *Research Reviews (Publications)

Identifiers-*Piaget (Jean)

The question of how Piaget selects mathematical concepts for his theory is addressed as a problem which may have contributed to a misinterpretation of the relevance of conservation studies for mathematics education. A new form of pseudo-conservation is discussed in which nonconservers of length are able to pick out strips of equal length from an irregular array. How Piaget thinks of mathematical concepts is discussed as being related to his general epistemological stance which is compatible with a creative, heuristic view of mathematics and not with a process or skill view. (MP)

ED 171 541 SE 027 619

Yeshurun, Shraga

The Cognitive Method: A Strategy for Teaching Word Problems.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date-79

Note-50p.

Available from-National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091 ($4.00 nonmembers, $3.20 members; Discounts on quantity orders)

Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-*Cognitive Processes, Inequalities, *Instruction, *Learning Activities, *Problem Solving, Secondary Education, *Secondary School Mathematics, *Teaching Techniques

Identifiers-*Equations (Mathematics)

Detailed is a strategy for teaching the transformation of word problems into equations, equation systems, or inequalities. Classroom experiments using the method are described and are favorable. The underlying philosophy of the method is that the transformation will be accomplished by means of comprehension at first, but in the second stage the understood matter must be mechanized in order to free the student's thinking for more advanced problems. The primary feature of the method is requiring three readings of the word problem, two of which include a breakdown of the problem into clauses. (MP)

ED 171 542 SE 027 625

Sherman, Alan

The Effect of a Community College Education on the Cognitive Development of Students in Liberal Arts and Laboratory Technology Curricula: An Intervention Study.

Pub Date-Mar 79

Note-22p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (52nd, Atlanta, Georgia, March 21-23, 1979); Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cognitive Development, *College Students, *Community Colleges, *Educational Research, Higher Education, *Ratios (Mathematics), Science Education

Identifiers-*Piaget (Jean)

Determined was the effect of a community college education on cognitive development of 28 laboratory technology students and 29 liberal arts students. The students were pretested and posttested at the beginning and end of the year, respectively, in two areas of cognitive development: combinatorial logic and proportional logic. For the pretests, the cognitive levels of both groups of students were the same in both combinatorial and proportional tasks. For the posttests, the cognitive levels of both groups were the same for the combinatorial tasks but not for the proportional tasks. The science group did much better on the proportional tasks. Thus, it appears that although a community college education tends to focus on the achievement of specific skills related to a profession, cognitive development does occur. (BB)

ED 171 543 SE 027 636

Smith, Herbert A.
Proliferating Politics and Prostituting Professionalism.
Pub Date-78
Note-13p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Philosophy, *Educational Policy, *Educational Problems, Elementary Secondary Education, Government Role, Inservice Teacher Education, Mainstreaming, *Political Influences, *Socioeconomic Influences

The author charges that educators have been unable to determine a national educational policy because they have taken the course of least resistance against bureaucratic rules, legal precedents, and irate taxpayers thereby selling out to expediency and compromising integrity. He examines the elements that adversely affect education, including the need to operate in an increasingly political, legalistic, and bureaucratic government. School litigation cases are especially cited for their demoralizing and wasteful affect on education. The egalitarian educational philosophy is also criticized because it negatively affects admission standards, tracking and grouping, hiring practices, school transportation, school finance, and school discipline. Other elements singled out for criticism include mainstreaming, teacher inservice education, and university off-campus centers. The author asserts that educators must take the total responsibility for curriculum design, techniques and methodology, and administrative duties related to discipline, scheduling, and programming, and unite against the restrictions imposed by the politicians, judges, and bureaucrats. (MA)

ED 171 544 SE 027 637

Davis, Robert B.

Conceptualizing the Structures Underlying Cognitive Behavior - The Usefulness of Frames''.

Pub Date-79

Note-19p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, Educational Psychology, Elementary Secondary Education, *Learning, *Learning Theories, *Mathematics Education, *Research Tools, *Thought Processes

This 1979 AERA presentation was the first paper of a symposium reviewing the usefulness of frames in studying mathematical thinking. The study of the learning of mathematics in 1979 is contrasted to the study of mathematics learning before 1960, the difference being attributed to the development of the discipline of cognitive science. The focus of the paper is on the interpretation of observed behavior in terms of metaphoric models of human information processing. (MP)

ED 171 545 SE 027 664

Briggs, John W.

Idaho Curriculum Guide in Mathematics: Grades K-8. Revised Edition.

Idaho State Dept. of Education, Boise. Bureau of Educational Services.
Pub Date-79
Note-646p.; For related document, see ED 071 878; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-*Behavioral Objectives, Curriculum, *Curriculum Guides, Elementary Secondary Education, *Instruction, *Learning Activities, *Mathematics Education, *Teaching Techniques
Identifiers-*Idaho

The contents of this guide have been organized under five major topics: (1) number and operations; (2) sets, functions, relations, systems, and logic; (3) geometry; (4) measurement and estimation; and (5) selected topics. A scope-and-sequence chart is given for each of the topics for grades K-8. Behavioral objectives, teaching aids, and suggestions are listed for each of the topics at every grade level from K-8. A list of 33 references on problem solving is included. (MP)

ED 171 546 SE 027 671

Usiskin, Zalman

Algebra Through Applications with Probability and Statistics, Parts I and II. Student Text. First-Year Algebra via Applications Development Project.

Chicago Univ., Ill.; National Council of Teachers of Mathematics, Inc., Reston, Va.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-79

Grant-NSF-SED-74-18948

Note-752p.

Available from-National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 (Two-volume set $9.50 nonmembers, $7.60 members; Discounts on quantity orders)

Pub Type- Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors-*Algebra, *Instruction, *Learning Activities, *Mathematical Applications, Probability, Secondary Education, *Secondary School Mathematics, Statistics, *Textbooks

Identifiers-*National Council of Teachers of Mathematics

This two-volume set is a self-help student text designed as an alternative to the standard algebra text. Each lesson is introduced by and centered around an application of the topic under discussion. For each lesson, questions are given covering the reading, testing understanding of the reading, and for discussion. Some sections contain questions applying the reading. Chapter topics include some uses of numbers, patterns and variables, addition and subtraction, multiplication, models for division, sentence solving, linear expressions and distributivity, slopes and lines, powering, operations with powers, squares and square roots, sets and events, linear systems, quadratic equations, and functions. (MP)

ED 171 547 SE 027 681

Borelli, Michael L. Morelli, Sandra Z.

Teaching Measurement to Children: Grades K-8. Revised Edition.

Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.
Spons Agency-New York State Education Dept., Albany.
Pub Date-78
Note-86p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Behavioral Objectives, *Curriculum Guides, Elementary Education, *Elementary School Mathematics, *Instruction, *Measurement, *Teaching

Objectives are listed describing the progression which students follow in learning to measure. These objectives follow a sequence that corresponds closely with the intellectual sequence found in students' learning. Grade-level recommendation charts follow the objectives. Topics dealt with are length, distance, area, volume, capacity, mass, and temperature. For each topic, non-numerical and numerical measurement objectives are listed. (MP)

ED 171 548 SE 027 684

Sachar, Jane And Others

Error Analysis on Literals and Numerals in Solving Equations.

Pub Date-79
Note-10p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Algebra, *Error Patterns, *Instruction, *Mathematics Education, Postsecondary Education, *Research, *Teaching Techniques
Identifiers-*Equations (Mathematics)

This study compared errors made while solving equations using literals (letters) with errors made while solving the same equations using numerals. The subjects were 54 Navy students enrolled in a remedial mathematics course. Error data were analyzed by means of coding all errors into ten major categories, each containing subcategories. Students made significantly more errors in solving literal equations than in solving numeral equations. (MP)

ED 171 549 SE 027 591

Ebmeier, Howard Good, Thomas L.

An Investigation of the Interactive Effects Among Student Types, Teacher Types, and Instructional Types on the Mathematics Achievement of Fourth Grade Students.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-NIE-G-077-0003
Note-63p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Achievement, *Aptitude, *Attitudes, Elementary Education, *Elementary School Mathematics, *Instruction, *Research, Student Characteristics, Teacher Characteristics

This exploratory aptitude-treatment-interaction study hypothesized that various combinations of teacher types and treatment types have differential effects on different types of students. Teachers and students were clustered into types based on the similarity of their responses to a number of attitude and aptitude instruments. One-half of the teachers were selected to implement a treatment program which called for more active and direct instruction. All teachers were observed over a 16-week treatment period to insure that the treatment was implemented. Results of the analysis indicated significant interactive effects. (MP)

ED 171 550 SE 027 693

House, Peggy A.

Mathematics Anxiety and the Minnesota Talented Youth Mathematics Project.

Pub Date-79

Note-24p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in hard copy due to marginal legibility of original document

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, Affective Behavior, *Educational Research, Gifted, Junior High School Students, Learning Motivation, Mathematics Education, *Research, *Secondary School Mathematics, *Sex Differences, *Student Attitudes, *Talented Students

This paper, presented at the 1979 meeting of the American Educational Research Association (AERA), investigates the affective characteristics of 120 junior high school students who participated in one or both of the first two programs of Minnesota Talented Youth Mathematics Project (MTYMP). The first year program of 1976-77 was in algebra I and II, and the second year program of 1977-78 was in geometry-trigonometry. Students were selected by their aptitude test scores in an annual talent search. No sex differences in achievement among these extremely talented youth have been found. However, the attrition by girls, especially after the first year, has been disproportionately high. Also, the attitudinal changes do exhibit sex differences. These results suggest that affective variables do affect the motivation and future plans of talented students. (HM)

ED 171 551 SE 027 694

Davis, Robert B.

Error Analysis in High School Mathematics. Conceived as Information-Processing Pathology.

Pub Date-Apr 79

Note-24p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Contains occasional broken type

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Content Analysis, *Educational Diagnosis, *Educational Research, *Error Patterns, *Mathematical Concepts, Mathematics Education, Models, *Research, Secondary Education, *Secondary School Mathematics

This paper, presented at the 1979 meeting of the American Educational Research Association (AERA), investigates student errors in high school mathematics. A conceptual framework of hypothetical information-handling processes such as procedures, frames, retrieval from memory, visually-moderated sequences (VMS sequences), the integrated sequence, and meta-language are suggested to interpret the observations of students learning arithmetic, algebra, geometry, and calculus. Some of the errors discussed are: (1) random errors vs. regular errors; (2) VMS sequence errors; (3) frame errors; (4) language-related errors; (5) abstract verbal statements; (6) epistemological errors; and (7) the persistence of incorrect rules of procedures. (HM)

ED 171 552 SE 027 695

Fox, Lynn H. Brody, Linda E.

Sex Differences in Attitudes and Course-Taking in Mathematics Among the Gifted: Implications for Counseling and Career Education.

Pub Date-79
Note-27p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Contains occasional marginal legibility
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Acceleration, Career Education, *Educational Research, Gifted, Higher Education, Junior High School Students, *Mathematics Education, Research, Secondary Education, *Sex Differences, *Student Attitudes, *Talented Students

This paper, presented at the 1979 meeting of the American Educational Research Association, investigates the impact of programs for the mathematically gifted upon the course-taking and attitudes of gifted girls. The study is based on The Study of Mathematically Precocious Youth (SMPY) of the Johns Hopkins University, initiated in 1971 to identify youths at grades seven and eight who exhibit superior mathematical reasoning ability. Data for this study were collected from the following groups at the end of the 1977-78 school year: (1) girls who participated in an all-girl accelerated class at Hopkins and an all-girl career class at Hopkins; (2) boys and girls who participated in an accelerated class in their own school systems in Maryland, Minnesota, and Illinois; and (3) two control groups of boys and girls from the Talent Searches who had not participated in a special program. Five hypotheses with respect to acceleration were tested. Implications for counseling and career education are also discussed. (PM)

ED 171 553 SE 027 69

Davis, Robert B. McKnight, Curtis C.

Towards Eliminating Black Boxes''; A New Look at Good vs. Poor Mathematics Students.

Pub Date-Apr 79

Note-20p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Artificial Intelligence, *Cognitive Ability, *Educational Research, Elementary Secondary Education, *Information Processing, Interviews, *Learning Difficulties, *Low Achievers, *Mathematics Education, Models, Postsecondary Education, Problem Solving, Research Methodology

This study, based on the analysis of extensive interview data using concepts and models drawn from cognitive studies of human behavior and from artificial intelligence studies of computer information processing, highlights several information-processing differences between strong and weak students. Data were collected from 300 students in grades 3 through 10 (but mainly in grades 7, 8, and 9) and a small number of adult students in a local community college. The clinical interview technique was used, during which subjects attempted to solve problems in arithmetic, algebra and geometry. Extensive analysis of these observational data were used to identify patterns of information-processing acts providing useful explanations of the differences between good and poor mathematics students. (HM)

ED 171 554 SE 027 736

Wollam, Scott

Try P.R.A.I.S.E. - **Positive Reinforcement And Individualized Systematic Economics.**

Pub Date-79
Note-12p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Change, Class Activities, *Class Management, Classroom Games, *Economics, *Motivation, *Negative Reinforcement, *Positive Reinforcement, Reinforcement, Student Behavior

Described is a multi-faceted money system which utilizes positive and negative reinforcement while at the same time incorporating peer pressure and reinforcement for behavior modification. The system uses such items as money, checks, deposit slips, and bank books. Children have jobs such as pencil sellers, banker, or door monitor, and receive pay checks. The children can spend their money on things such as popcorn, free time, or a bowling trip with the teacher. This system is good for handling behavior problems, teaching economics, and motivating students with low ability. Money is raised to purchase the prizes by a yearly paper drive. (BB)

Metrics: The Future is Now!
Community School District 18, Brooklyn, N.Y.
Spons Agency-New York State Education Dept., Albany.; Office of Education (DHEW), Washington, D.C.

Pub Date-79
Note-153p.; Contains light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Activity Units, *Instructional Materials, Junior High Schools, *Mathematics Education, *Mathematics Materials, Measurement, *Metric System, Secondary Education, Secondary School Mathematics

Presented are junior high school curriculum materials for teaching the metric system. Included are behavioral objectives, pre- and post-tests, introductory and historical material, and units on linear measurement, geometry, weight, capacity, and temperature. Each unit contains many student activities such as puzzles, fill in the blanks problems, and measurement of household objects. (BB)

ED 171 556 SE 027 738

Elementary Metric Curriculum - Project T.I.M.E. (Timely Implementation of Metric Education). Part I.

Community School District 18, Brooklyn, N.Y.

Spons Agency-New York State Education Dept., Albany.; Office of Education (DHEW), Washington, D.C.

Pub Date-79

Grant-42-C-77-13134-2-Dev.

Note-123p.; For related document, see SE 027 739; Not available in hard copy due to marginal legibility of original document

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Activity Units, *Elementary Education, *Elementary School Mathematics, Instructional Materials, *Mathematics Education, *Mathematics Materials, Measurement, *Metric System

This is a teacher's manual for an ISS-based elementary school course in the metric system. Behavioral objectives and student activities are included. The topics covered include: (1) linear measurement; (2) metric-decimal relationships; (3) metric conversions; (4) geometry; (5) scale drawings; and (6) capacity. This is the first of a two-part manual. (BB)

ED 171 557 SE 027 739

Elementary Metric Curriculum - Project T.I.M.E. (Timely Implementation of Metric Education). Part II.

Community School District 18, Brooklyn, N.Y.

Spons Agency-New York State Education Dept., Albany.; Office of Education (DHEW), Washington, D.C.

Pub Date-79

Grant-42-C-77-13134-2-Dev.

Note-125p.; For related document, see SE 027 738; Not available in hard copy due to marginal legibility of original document

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Activity Units, *Elementary Education, *Elementary School Mathematics, Instructional Materials, *Mathematics Education, *Mathematics Materials, Measurement, *Metric System

This is the second part of a two-part teacher's manual for an ISS-based elementary school course in the metric system. Behavioral objectives and student activities are included. Topics include: (1) capacity; (2) calculation of volume and surface area of cylinders and cones; (3) mass; (4) temperature; and (5) metric conversions. (BB)

ED 171 558 SE 027 740

ISS-Based Mathematics Program, Teachers Manual, Level 08, Curriculum. 1978 Edition.

Community School District 18, Brooklyn, N.Y.
Spons Agency-New York State Education Dept., Albany.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-177p.; For related document, see SE 027 741; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Course Descriptions, Curriculum Development, Curriculum Enrichment, *Curriculum Guides, Grade 8, *Instructional Materials, Manuals, *Mathematics Curriculum, Mathematics Education, *Objectives, Secondary Education, *Secondary School Mathematics
Identifiers-*Instructional Support System

This publication is the teachers' manual, level 8, of the Instructional Support Systems (ISS) Program, which was developed by the Community School District 18 of New York. It presents seven topics: (1) fractions; (2) decimals; (3) integers; (4) geometry; (5) measurement; (6) algebraic concepts; and (7) graphs, probability, and statistics. Each topic consists of several modules. Two types of modules (standard and advanced) and a suggested module sequence are presented to better meet the needs of all the students. The standard modules contain instructional objectives which introduce and develop new concepts and skills related to algebra and geometry. The advanced modules contain instructional objectives which offer mathematical enrichment. Activities are listed in the order of objectives to which they relate. Activities generally consist of examples and problems which lead to mastery of the specific objectives. Suggested durations for level eight modules one also included. (HM)

ED 171 559 SE 027 741

ISS-Based Mathematics Program, Teachers Manual, Level 09, Curriculum.

Community School District 18, Brooklyn, N.Y.
Spons Agency-New York State Education Dept., Albany.; Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Note-37p.; For related document, see SE 027 740
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Algebra, Course Descriptions, Curriculum Development, *Curriculum Guides, Grade 9, Manuals, *Mathematics Curriculum, Mathematics Education, *Objectives, Secondary Education, *Secondary School Mathematics
Identifiers-*Instructional Support System

This publication is the teachers' manual, level 9, of the Instructional Support Systems (ISS) Program, which was developed by the Community School District 18 of New York. The curriculum was designed to fulfill the requirements established by the New York State Board of Regents for the Algebra I course. Two sequences of modules are suggested, for either a two-term or three-term course of study. Instructional objectives for five topics are included: (1) equations and inequalities; (2) verbal problems; (3) polynomials, factoring, and fractions; (4) graphing; and (5) radicals and trigonometry. (HM)

Mathison, Marjorie A.
Interventions in Math Anxiety for Adults.
Pub Date-Apr 79
Note-11p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Contains occasional light and broken type
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education, *Anxiety, Continuing Education Centers, Educational Diagnosis, *Educational Research, Evaluation, *Learning Difficulties, Mathematics Curriculum, *Mathematics Education, Meetings, *Psychological Patterns, Remedial Instruction, Research

This paper, presented at the 1979 meeting of the American Educational Research Association (AERA), focuses on curricular interventions which have been used by the University of Minnesota to reduce mathematics anxiety among adults. It summarizes four approaches for dealing with the problem and describes the model used by the Math Anxiety Program of the University of Minnesota. An examination for the four components of this program and special considerations in curricular interventions for adults are presented. The four components examined individually are: (1) mathematics anxiety diagnostic clinic; (2) mathematics classes; (3) mathematics anxiety support group; and (4) mathematics tutorial. Applications of the intervention program for people in business and industry are also included. (HM)

ED 171 561 SE 027 752

Suydam, Marilyn N., Ed.

Investigations in Mathematics Education, Vol. 12, No. 2, Spring 1979.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date-79

Note-72p.

Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (Subscription $6.00, $1.75 ea.)

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Abstracts, *Calculation, Elementary Secondary Education, Higher Education, *Instruction, *Mathematics Education, Open Education, Placement, *Research Reviews (Publications), Student Characteristics, Teacher Education, *Teaching Techniques

Identifiers-*Calculators

Fourteen research reports related to mathematics education are abstracted and analyzed. Five of the reports deal with various student characteristics, four with teaching techniques, two with calculators, and one each with placement, open education, and teacher education. Research related to mathematics education which was reported in RIE and CIJE between January and February 1979 is listed. (MP)

ED 171 562 SE 027 768

Sabar, Naama

An Examination of Priority Discrepancies Between Developers and Teachers Using a Science Unit.

Pub Date-Apr 79

Note-14p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Contains occasional light and broken type

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Development, *Curriculum Evaluation, Educational Objectives, *Elementary Education, Models, *Needs Assessment, Program Evaluation, *Science Education, *Statistical Studies

Successful curriculum implementation depends partially on agreement between developers and teachers regarding the relative importance of the objectives of the program. This paper analyzes the ratings of the relative importance of various stated objectives of an elementary science unit by developers, teachers, and outside evaluators. The rating system used is based on the number of activities provided in the materials, related to each objective. Results indicate significant discrepancies between the ratings of the developers and the teachers compared to the evaluators. The reason for this includes too little emphasis on the clear establishment of priorities in the development of the curriculum itself. It is suggested that teachers need to realize the importance of establishing priorities in teaching objectives and to develop a more discerning approach in their own perceptions of priorities as ways to minimize the phenomenon. (Author/MA)

ED 171 563 SE 027 775

Mitchell, Eugene E., Ed.

COED Transactions, Vol. XI, No. 2, February 1979. A Student Designed Microcomputer Based Data Acquisition System.

American Society for Engineering Education, Washington, D.C. Computers in Education Div.

Pub Date-Feb 79

Note-12p.

Available from-COED Transactions, P.O. Box 308, West Long Branch, New Jersey 07764 (no price quoted)

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Computer Programs, *Computers, *Computer Science, *Data Processing, Engineering Education, Input Output Devices, *Programing, Science Education

In context of an instrumentation course, four ocean engineering students set out to design and construct a micro-computer based data acquisition system that would be compatible with the University's CYBER host computer. The project included hardware design in the area of sampling, analog-to-digital conversion and timing coordination. It also included software development for the host computer which was to interpret the binary coded data. The project was successfully completed and the resulting acquisition system was used on a project on wind-wave interactions. This paper discusses design methodology, the assignment and coordination of task, and the details of the acquisition instrument itself. (Author/BB)

ED 171 564 SE 027 776

Mitchell, Eugene E., Ed.

COED Transactions, Vol. XI, No. 3, March 1979. LSSP: An Educational Aid to the Study of Linear System Dynamics.

American Society for Engineering Education, Washington, D.C. Computers in Education Div.

Pub Date-Mar 79

Note-24p.

Available from-COED Transactions, P.O. Box 308, West Long Branch, New Jersey 07764 (no price quoted)

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Computer Programs, Computers, *Computer Science, *Engineering Education, *Mathematical Models, Mathematics, Science Education, *Simulation

The study of the dynamics of physical systems is of importance to all engineering students. LSSP, a Linear System Simulation Program, is used to study the behavior of physical phenomena and systems which may be represented to a good degree of approximation by linear models. Emphasis is placed upon the unity resulting from the mathematical representation for many types of physical systems: mechanical, electrical, electromechanical, thermal, etc. The mathematical unity can also result for the study of social systems. This paper presents a user's guide for LSSP and a list of differential equations governing the behavior of physical and social systems. LSSP is an interactive program written in FORTRAN IV. It is composed of ten subroutines and a main routine. The program listing is included. (Author/BB)

ED 171 565 SE 027 784

Morris, Charles J. Bowling, J. Michael

Math Confidence and Performance as a Function of Individual Differences in Math Aptitude.

Pub Date-Apr 79

Note-13p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Contains occasional light and broken type

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Academic Aptitude, Aptitude Tests, Cognitive Ability, *College Students, *Educational Research, Evaluation, Higher Education, *Mathematics Education, Performance, Problem Solving, *Research

This paper, presented at the 1979 meeting of the American Educational Research Association (AERA), investigates the relationship between self-assessment of knowledge and performance, and mathematical aptitude. One hundred college students (51 females, 49 males) participated. Participants, grouped according to mathematical aptitude, were administered a mathematics confidence scale consisting of 18 problems to which they responded by indicating how confident they were that they could solve each problem if asked to do so. Then they worked on 18 similar problems and indicated how confident they were that each solution was correct. Results indicated a clear relationship between mathematical aptitude and the discrepancy between confidence and performance. The lower the aptitude, the poorer the performance at a given confidence judgment. Estimates remained poor even after the problems were attempted, especially on complex problems. Educational implications are discussed. (HM)

ED 171 566 SE 027 786

Bringing the Great Outdoors to Your Classroom.
Kentucky State Dept. of Education, Frankfort. Div. of Program Development.

Pub Date- 79
Note-22p.; Contains occasional light type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bibliographic Citations, *Ecology, *Elementary Secondary Education, *Environmental Education, Interdisciplinary Approach, Learning Activities, *Natural Resources, *Outdoor Education, Science Activities, Science Education

This guide suggests ways to study the environment in the classroom It provides information for setting up a classroom learning center including learning outcomes, activity suggestions, and resources and equipment for the learning center. Guidelines for a recycling program, a bird-feeding program, and terrarium-making are given. A bibliography of instructional materials, magazines, and conservation organizations provides the teacher with addresses and cost information. (MA)

ED 171 567 SE 027 787

Geary, Pat And Others

Focus on the Stars.

Nebraska State Dept. of Education, Lincoln.
Pub Date-78
Note-87p.; Not available in hard copy due to copyright restrictions; Appendix E contains marginal legibility
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Astronomy, Earth Science, Elementary Education, *Elementary School Science, *Intermediate Grades, Learning Activities, Planetariums, *Science Activities, *Science Education

This document consists of a series of astronomy activities for intermediate grade students. It contains three major teaching sections. Teacher Section I deals with stars, constellations, and galaxies and presents a series of demonstrations, discussion topics, readings, and hands-on-activities. Teachers Section II is concerned with a planetarium visit. Teacher Section III contains information needed to conduct a night sky watch. Five Appendices include student activities and simplified sky charts. A glossary of terms and a useful bibliography of resources are provided following the entries in the Appendices. (Author/MA)

ED 171 568 SE 027 788

Stover, Georgia

An Analysis of the Changes Made by Sixth and Eighth Grade Students When Rewriting Arithmetic Word Problems.

Pub Date-May 79
Note-41p.; Marginal legibility in appendix
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Research, *Elementary School Mathematics, Elementary School Students, Gifted, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, *Problem Solving, *Research, *Structural Analysis, Word Recognition

Investigated was the effect of format variables that describe mathematical word problems in relation to problem-solving difficulty. Changes made by sixth- and eighth-grade students when asked to rewrite problems in a more adequate or easily understandable format were analyzed. Thirty-five sixth and eighth graders enrolled in a Mentally Gifted Minors program in a large affluent middle school participated in this study. Students were asked to rewrite the word problems individually in a quiet classroom setting. Each student completed the task within a 15- to 50-minute time period depending upon the number and type of problems to be rewritten. The analysis of the rewritten problems shows that the format changes made by students can be classified into twelve categories. Examples of the type of format changes made by some students are also included. (HM)

ED 171 569 SE 027 789

Mitchell, Charles E.

Children's Performance on Selected Addition and Subtraction Situations Involving the Existence and Non-existence of Whole Number Solutions: A Report of Initial Piloting.

Pub Date-Apr 79

Note-14p.; Paper presented at the annual meeting of the National Council of Teachers of Mathematics (57th, Boston, Massachusetts, April 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Addition, Educational Research, *Elementary School Mathematics, Elementary School Students, Interviews, Mathematical Concepts, Mathematics Education, *Mathematics Instruction, Meetings, *Research, *Subtraction

This exploratory study investigates first-, second-, and third-grade children's performance on selected open addition and subtraction sentences presented in verbal and symbolic formats. For both the verbal and symbolic formats, three first-grade inventories and three upper-grade inventories were constructed. Sixteen children at each of the first-, second-, and third-grade levels were randomly selected to participate in this pilot investigation. Eight first-grade children responded to a one digit symbolic inventory and eight subjects responded to a one-digit verbal inventory. Eight second-grade children and eight third-grade children responded to a two-digit symbolic inventory with the remaining second- and third-grade children responding to a two-digit verbal inventory. Based on the results of this pilot study, further research is recommended. (HM)

ED 171 570

SE 027 792

Stone, Larrie And Others

Enhancing Science Instruction Through Photography.

Nebraska State Dept. of Education, Lincoln.
Pub Date-78
Note-95p.; Not available in hard copy due to copyright restrictions; Contains occasional light and broken type which may not reproduce well
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Curriculum Enrichment, Learning Activities, Photographic Equipment, *Photography, *Resource Guides, *Science Activities, Science Education, Secondary Education, *Secondary School Science, Teaching Techniques

This document is designed to provide teachers and students with a working knowledge of 35mm photography. Topics include Film Types and Filters, Camera and Lenses, Photomicrography, and the Darkroom. The Appendices contain science activities and projects for both teachers and students and a Bibliography provides additional sources of information. (MA)

ED 171 571 SE 027 794

Science Education: Accomplishments and Needs. A Working Paper.

National Science Teachers Association, Washington, D.C.
Spons Agency-ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Note-68p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($1.75)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Curriculum Development, *Educational Economics, Educational Philosophy, *Elementary Secondary Education, Futures (of Society), Inservice Teacher Education, Opinions, *Science Education, *Science Teachers, Secondary School Science
Identifiers-Information Analysis Products

This discussion of the status and future of science education grew out of the need for a more recent document to succeed School Science Education for the Seventies.'' The document is composed of three main parts. The first part addresses the aims of science teaching, looking at the general principles as stated in the past, the current view, and the need for flexibility in the future to accommodate individual needs. The second part of this paper discusses the present situation of science teaching in the United States, including sources of satisfaction and hope such as the new curricula and inservice education, and areas of concern such as population trends, funding, and accountability. Finally, the third part presents recommendations for the coming years in the areas of curriculum development, improvement of teaching, the encouragement of women and minority students, and trends in Federal support and their implications for science education. (BB)

ED 171 572 SE 027 796

Suydam, Marilyn N.
Calculators: A Categorized Compilation of References.
Calculator Information Center, Columbus, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-400-79-0025
Note-188p.; For related document, see SE 026 880; Contains occasional light type
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Annotated Bibliographies, Calculation, Educational Change, Instructional Materials, Literature Reviews, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Research, *Resource Materials, Teaching Techniques
Identifiers-*Calculators, *National Institute of Education

This document consists of a list of the references on calculators which were collected by the Calculator Information Center prior to June 1979. Included are references which previously appeared on bulletins distributed by the Center, plus articles from newsletters and similar less readily available sources and from non-American sources. Most references are annotated, all include a limited set of descriptors or keywords which denote the focus or contents of the reference. At the end of the listing is an index for each descriptor. (MS)

ED 171 573 SE 027 797

Suydam, Marilyn N.

The Use of Calculators in Pre-College Education: A State-of-the-Art Review.

Ohio State Univ., Columbus. Calculator Information Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-21p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Change, Elementary Secondary Education, Instructional Materials, *Mathematics Education, *Mathematics Instruction, *Research Reviews (Publications), *State of the Art Reviews
Identifiers-*Calculators

This document actually consists of two state-of-the-art reviews on the use of calculators in education, one prepared in April 1978 and the

second in May 1979. Each presents a concise summary of current status, with sections elaborating on the extent of use of calculators in schools; research on calculator effects, the development of instructional materials; and continuing concerns for research and development effort. References are included. (MS)

ED 171 574 SE 027 798

Suydam, Marilyn N., Ed.

Information Bulletins from the Calculator Information Center. Bulletins 1-7.

Ohio State Univ., Columbus. Calculator Information Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-30p.
Pub Type- Guides - General (050) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Education, *Elementary School Mathematics, Elementary Secondary Education, *Instructional Materials, *Mathematics Instruction, *Secondary School Mathematics, *Teacher Workshops, Technology
Identifiers-*Calculators, Classroom Use

Presented are seven Information Bulletins from the Calculator Information Center. Each addresses concerns that have arisen as teachers consider the use of calculators or begin to use calculators. Bulletin No. 1, prepared by Higgins, discusses ``Types of Calculators.'' The second bulletin, compiled by Channell, presents some suggested activities for secondary school teachers. The third bulletin is a compilation of ``Suggestions for Calculator Selection'' at the elementary school level. Fourth is an information bulletin for administrators, prepared by Jones and Bosley. Bulletin No. 5, developed by Gawronski, is on ``Leading a Calculator Workshop.'' The sixth bulletin, prepared by Denman, contains suggestions for using calculators in grades 1-3, while the seventh bulletin, developed by Immerzeel and Ockenga, presents activities for using calculators in grades 4-6. (MS)

Sherling, Carole

Annotated Bibliography of Mathematics Curriculum, 1970-1978.

Pub Date-Dec 78

Note-37p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Annotated Bibliographies, *Curriculum, *Instruction, *Literature Reviews, *Mathematics Education, Publications, *Resource Materials, Secondary Education

This annotated bibliography on mathematics curriculum for secondary schools abstracts references from sources such as journal articles, books, selections from books, textbooks, teaching guides, conference reports, resource guides, program descriptions, and curriculum guides. Topics covered include goals of curriculum, reforms in curriculum, current issues in mathematics education, calculators and computers in the curriculum, and other current trends. (MP)

ED 171 576 SE 027 804

Padilla, Michael J. Ollila, Lloyd

The Effect of Small Group Teaching on Acquisition and Transfer of Nonvisual Seriation Abilities.

Pub Date-Mar 79

Note-20p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (52nd, Atlanta, Georgia, March 21-23, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Development, *Cognitive Processes, Cognitive Tests, *Educational Research, Elementary Education, *Elementary School Science, Individualized Instruction, *Learning Theories, Retention, Science Course Improvement Project, *Science Education, Science Programs, Teaching Methods

Identifiers-Research Reports

The purposes of this study were to investigate: (1) effectiveness of three small group teaching methods on the acquisition and retention of seriation abilities; (2) transfer of seriation abilities using the three treatments; and (3) relationship between visual and nonvisual seriation abilities. One hundred twenty first grade Canadian students were administered Piaget's stick seriation task and then classified as either Stage I (nonseriators), Stage II (some operational abilities) or Stage III (operational seriators). Twenty-four children from each stage were randomly chosen and randomly assigned to one of three treatment groups. Each treatment-group was further divided into subgroups of six children who received their treatment together. It was concluded that the testing and training experience with the nonvisual materials had a positive transfer effect on this Piagetian task. (HM)

ED 171 577 SE 027 805

Tobin, Kenneth G.
The Effect of an Extended Teacher Wait-Time on Science Achievement.
Pub Date-Mar 79
Note-20p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (52nd, Atlanta, Georgia, March 21-23, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Cognitive Development, *Educational Research, Elementary Education, *Elementary School Science, Junior High Schools, *Questioning Techniques, Science Education, *Science Instruction, Teacher Role, Teaching Techniques
Identifiers-Research Reports

Reported is an investigation of: (1) the effect of teacher wait-time on science achievement; and (2) the difference in the achievement of children at the formal stage and those at the concrete stage of cognitive development. Teacher wait-time was defined as the length of the pause preceding any teacher utterance. The sample consisted of 23 intact classes of children from grades 5, 6 and 7 in Australian schools. Three treatment groups were used: (1) wait-time greater than 2-7 seconds; (2) wait-time greater than one second but less than 2-7 seconds; and (3) wait-time less than or equal to one second. Science achievement was measured with paper and pencil tests based on physical science concepts taught in the study. Results showed that the extension of teacher wait-time produced desirable changes in science achievement for fifth, sixth, and seventh graders. (HM)

ED 171 578 SE 027 806

Long, Joe C. And Others

The Effects of a Diagnostic-Prescriptive Teaching Strategy on the Achievement and Attitudes of High School Biology Students.

Pub Date-Mar 79

Note-15p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (52nd, Atlanta, Georgia, March 21-23, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Academic Aptitude, *Biology, Cognitive Ability, *Diagnostic Teaching, Educational Diagnosis, *Educational Research, *Remedial Instruction, Research, Science Course Improvement Project, Science Education, Secondary Education, Secondary School Science, *Student Attitudes, Teaching Procedures

This study investigated the effects of three types of diagnostic-prescriptive learning assistance, aptitude, and locus of control on the cognitive and affective biology achievement of high school students. The study also determined whether the effects of treatment (diagnostic-prescriptive teaching) were consistent across levels of student aptitude and locus of control. A sample of 93 students enrolled in three Biological Sciences Curriculum Study (BSCS) biology classes was selected. All subjects were stratified on measures of aptitude (high, middle and low) and locus All subjects were stratified on measures of aptitude (high, middle and low) and locus of control (internal and external). Data were analyzed through analysis of variance, analysis of covariance, and selected multiple comparison procedures. Results revealed that the effects of aptitude and locus of control were nonsignificant and the teacher-managed diagnostic-prescriptive treatment group scored higher on cognitive measures. (HM)

ED 171 579 SE 027 808

Yeany, Russell H. And Others

The Effects of Diagnostic Prescriptive Instruction and Locus of Control on the Achievement and Attitudes of University Students.

Pub Date-Mar 79

Note-18p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (52nd, Atlanta, Georgia, March 21-23, 1979)

Pub Type- Reports - Research (143) -- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Biology, College Science, *Diagnostic Tests, *Educational Research, Higher Education, *Locus of Control, *Remedial Instruction, *Science Education

Identifiers-Research Reports

This study looks at the effect of objective referenced formative diagnostic testing followed with remediation assignments on three cognitive levels of science achievement and the attitudes of university students, and determines if the effects of treatment were consistent across student locus of control levels. The subjects of the study were 60 university students enrolled in an introductory biology course at the University of Georgia. One group of students, following the normal course of study, received performance objectives which guided instruction and student evaluation. The second group received the same objectives and instruction. In addition, they completed regular diagnostic measures which were keyed to the objectives and received remedial assignments when necessary. This group achieved higher on the total achievement measure than the first group. No effects of locus of control on achievement were observed. (BB)

ED 171 580 SE 027 809

Yeany, Russell H. and Others

A Study of the Research Priorities as Perceived by Public School Science Personnel.

Pub Date-Mar 79
Note-14p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (52nd, Atlanta, Georgia, March 21-23, 1979); Tables marginally legible
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cognitive Development, *Educational Research, *Opinions, Research, *Research Needs, *Science Education, *Science Teachers, Teacher Attitudes
Identifiers-Research Reports

Science teachers participating in a seminar were asked to respond to the following question: Based on your teaching experiences, what kinds of research related to classroom teaching practices would you like to see done?'' The responses were classified into 12 logical factors by a panel of reviewers, and ranked according to frequency of response. As a result, the most important concerns of the teachers were research on the influence of science classroom experiences on cognitive achievement; research on the effects of teaching science in the interdisciplinary mode as it relates to areas such as mathematics, social studies, and reading; and research on motivational techniques that relate to learning and continual involvement in science. (BB)

ED 171 581 SE 027 810

Okey, James R. Capie, William

Assessing the Teaching Competence of Science Teachers.

Pub Date-Mar 79

Note-16p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (52nd, Atlanta, Georgia, March 21-23, 1979); Not available in hard copy due to marginal legibility of original document

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Evaluation, *Measurement Instruments, *Measurement Techniques, *National Competency Tests, Science Education, *Science Teachers, *Teacher Evaluation

Described is a teacher competency assessment system and reports on its reliability and validity. The assessment instrument is composed of competency indicators upon which student-teachers are rated on a 1-5 point scale. It was developed from competency statements solicited from a variety of groups across the country that were working on teacher assessment. The assessment is completed by examining the plans and records of a teacher, observing the teacher during class, interviewing, and with knowledge of professional activities in and out of school. The assessment takes two or three hours. Reliability and validity studies have shown that the instruments have respectible validity and reliability. (BB)

ED 171 582 SE 027 811

Padilla, Michael

Cognitive Development and Science Instruction: A Review of Some Recent Research Findings.

Pub Date-Mar 79

Note-14p.; Paper presented at the annual meeting of the National Science Teachers Association (Atlanta, Georgia, March 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Development, Cognitive Processes, Educational Research, Elementary Secondary Education, *Learning Theories, *Literature Reviews, Science Education, *Science Instruction, Science Teachers, Scientific Concepts

Identifiers-*Piaget (Jean), Research Reports

Reviewed are several pertinent research articles dealing with cognitive development, Piaget's theories, and science instruction, especially those that relate to procedures that can be implemented by classroom teachers. The research findings on developmental levels of Piaget discuss: (1) tasks that indicate a change from preoperational to concrete operational abilities and from concrete to formal operations; (2) science concepts and developmental levels; and (3) teaching and development. An outline of Piaget's stages of intellectual development is also included. (HM)

ED 171 583 SE 027 817

Finch, Shari, Ed.

Science Books & Films, Volume XV, Number 1.

American Association for the Advancement of Science, Washington, D.C.

Pub Date-May 79

Note-62p.

Available from-Science Books & Films Subscriptions, American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005 (Subscription $17.50, $5.00 single copy)

Pub Type- Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-*Books, *Childrens Books, Elementary Secondary Education, *Films, Higher Education, Instructional Aids, Mathematics, *Sciences, *Social Sciences

This document presents a continuation of the American Association for the Advancement of Science review of science books and films. Each book or film review includes: (1) grade level; (2) the level of recommendation from ``Highly recommended'' to ``Not recommended''; (3) bibliographic data; and (4) ordering information. A special section is devoted to children's books. Books and films are reviewed from a wide range of science, engineering, and social science fields. (BB)

Friend, Jamesine E.

Column Addition Skills.

Pub Date-Apr 79
Note-52p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Addition, *Algorithms, Elementary Education, *Elementary School Mathematics, *Instruction, *Learning Difficulties, *Research
Identifiers-*Nicaragua

The purpose of this study was to find out what difficulties Nicaraguan children encounter in doing addition and subtraction exercises. The results were used in the design of radio lessons in mathematics for elementary school. The performance on addition exercises is analyzed with a view toward identifying the distinct skills that are required by the column-addition algorithm as it is used by children. Results suggest that carrying is a major contributor to difficulty and that passing (addition in which the leftmost column has a two-digit sum) is less difficult than carrying. (MP)

Suydam, Marilyn N., Ed.
Investigations With Calculators: Abstracts and Critical Analyses of Research. Supplement.
Calculator Information Center, Columbus, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-400-79-0025
Note-38p.; For related document, see SE 027 581
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement, *Analytical Criticism, *Calculation, Elementary Secondary Education, Higher Education, Information Dissemination, Instruction, *Learning, *Mathematics Education, *Research Reviews (Publications), Teaching Methods
Identifiers-*Calculators

This is a supplement to a previous collection of expanded abstracts of research with calculators. Eight dissertations are abstracted, to add to the fund of information on the effects of calculators on achievement and learning. The critical commentary prepared by each abstractor pinpoints particular strengths and weaknesses of each study. (MS)

ED 171 586 SE 027 822

Henderson, George L. And Others

Wisconsin Mathematics Test, Grades 7 and 8.

Wisconsin State Dept. of Public Instruction, Madison. Div. of
Instructional Services.
Pub Date- 78
Note-67p.; Contains occasional light and broken type
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Achievement Tests, *Criterion Referenced Tests, *Diagnostic
Tests, Grade 7, Grade 8, Secondary Education, *Secondary School
Mathematics, *Tests
Identifiers-*Wisconsin

This mathematics achievement test for grades 7 and 8 is based on objectives identified in Guidelines to Mathematics, 6-8.'' The test can be used as a criterion-referenced instrument, a diagnostic instrument, or an achievement instrument. Each test item is cross-referenced to the corresponding student behavioral objective in the above publication. This cross-referencing makes it possible to analyze strengths and weaknesses through item analysis comparison with objectives. Technical information included consists of test reliability and descriptive statistics. (MP)

ED 171 587 SE 027 830

Brandau, Linda I. Dossey, John A.

Processes Involved in Mathematical Divergent Problem Solving.

Pub Date-Apr 79

Note-32p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); For related document, see SE 027 831; Not available in hard copy due to marginal legibility of original document

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Creativity, *Divergent Thinking, *Mathematics Education, *Problem Solving, *Research, Secondary Education, Secondary School Mathematics, *Thought Processes

Identifiers-Research Reports

The focus of this study was on the processes students used in making mathematical conjectures for five divergent problem situations. The relationship of the processes to creativity factors across the problems was also examined. The results of various cluster analyses and correlational measures indicated that students use different sequences of processes for different problems; some problem types elicit more pattern searches than others; and when the processes were viewed in ordered pairs and triples, various sequences resulted. The creativity measures were all significantly correlated, but there were differences on the relationships between the creativity factors and various processes used. (Author/MP)

ED 171 588 SE 027 831

Brandau, Linda

Processes and Heuristics Involved in Mathematical Divergent Problem Solving: A Further Analysis.

Pub Date-Apr 79
Note-31p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); For related document, see SE 027 830
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academically Gifted, *Creativity, *Divergent Thinking, Geometry, Interviews, *Mathematics, *Problem Solving, *Research, Secondary Education, Secondary School Mathematics, *Thought Processes
Identifiers-Research Reports

This research involved the observation and audio-recording of 30 ninth-grade mathematics students recommended as being outstanding by their mathematics teachers. Each student was presented with five different problem situations for which he or she was to make mathematical conjectures. During the interview, the students thought aloud and all of their manipulative moves were recorded. The primary focus of this paper is an analysis of creativity factors exhibited by the five highest-scoring students on a particular geometric problem. The comparisons and analyses showed that these five students had much in common even though each student was highly individualistic. (MP)

ED 171 589 SE 027 832

Weide, Bruce W.

Statistical Methods in Algorithm Design and Analysis.

Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Computer Science.
Spons Agency-Office of Naval Research, Washington, D.C.
Report No.-CMU-CS-78-142
Pub Date-Aug 78
Contract-N00014-76-C-0370
Note-186p.; Ph.D. Dissertation, Carnegie-Mellon University
Pub Type- Books (010) - Dissertations/Theses (040)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Algorithms, *Computer Science, Higher Education, Mathematics Education, *Probability Theory, *Research Methodology, *Research Tools, *Statistical Analysis, Statistics

The use of statistical methods in the design and analysis of discrete algorithms is explored. The introductory chapter contains a literature survey and background material on probability theory. In Chapter 2, probabilistic approximation algorithms are discussed with the goal of exposing and correcting some oversights in previous work. Chapter 3 contains many useful design and analysis tools and several examples of the uses of the methods. Finally, Chapter 4 describes the uses of results from order statistics to analyze greedy algorithms and to investigate the behavior of parallel algorithms. (MP)

ED 171 590 SE 027 837

Lester, Frank K., Jr.

A Procedure for Studying the Cognitive Processes Used During Problem Solving: An Exploratory Study.

Pub Date-Apr 79

Note-18p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Contains occasional light and broken type

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, Conceptual Schemes, Elementary Secondary Education, Grade 5, Grade 7, *Mathematics Education, Models, *Problem Solving, *Research, *Research Methodology

This study explores the potential effectiveness of a new procedure for identifying and studying certain of the cognitive processes used during problem solving. The procedure is used in an attempt to categorize the types of conceptual thinking problem solvers employ, to study trial-and-error behavior, and to investigate problem solvers' abilities to coordinate multiple bits of information. Plastic blocks are used in the tasks; one fifth-grade and one seventh-grade class were the subjects. Results indicated that five distinct types of strategies were used by the students; specific information on aspects of their work is also given. (MS)

ED 171 591 SE 027 847

Tornado Preparedness Planning.

National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
National Weather Service.
Pub Date-Dec 78
Note-33p.; Figures on maps may be marginally legible
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 003-017-00434-1; $1.40)
Pub Type- Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Alarm Systems, Civil Defense, *Community Coordination, *Community Education, Community Leaders, Earth Science, *Emergency Programs, *Meteorology, *Methods, Safety Education, School Safety
Identifiers-*National Weather Service

This pamphlet contains a set of guidelines for community leaders interested in developing preparedness plans for tornadoes and severe thunderstorms. Included in the guide is a list of the types of officials and agencies which should be involved in planning meetings. A set of suggestions for developing a community communications network and pre-season actions for local institutions and homeowners is presented. The guidelines are intended to develop community awareness and coordinated action by all persons or agencies involved and to ensure that proven procedures are adopted. A section of the text deals with educating the public concerning how to protect themselves from the hazards of these devastating natural phenomena. (SA)

ED 171 592 SE 027 855

Brown, Rod And Others

Science/Reading.

Alaska State Dept. of Education, Juneau.
Pub Date-Oct 78

Note-58p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Instructional Materials, Readability, Reading Development, *Reading Skills, *Science Instruction, Science Materials, *Sciences, Science Teachers, *Secondary Education, Vocabulary
Identifiers-Alaska Department of Education

This manual contains examples of techniques for science teachers to use in making the teaching of reading a simultaneous function of teaching science. The task force members of a three day work session with the Alaska Department of Education used science texts from their own programs to provide samples of various activities and guides. Each section begins with an explanation of the technique in that section. The readability graph developed by Edward Fry at Rutgers University is presented with directions for its use. Sample science textbook usability checklists are included with four categories that aid the teacher in selecting texts. A simplified technical vocabulary analysis chart allows the science teacher to plan for teaching technical vocabulary and skills at the same time. Sample concept guides illustrate the technique of determining major concepts that students should acquire and listing them in short phrases. Students then can select statements which underlie the major concepts. Teachers are guided in analyzing a passage to determine a pattern of organization which supports the major concepts. Students later will be expected to indicate whether statements actually occurred in the passage and must identify the major concept supported by the statement. Samples in science comprehension and vocabulary reinforcement help teachers guide students in interacting with important technical terms. (SA)

ED 171 593 SO 010 657

Improving Worker Productivity and Effectiveness through Manpower Planning, Volume II: Diagnosing Organizational Problems in the Division of Family Services.

Missouri State Dept. of Social Services, Jefferson City.
Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date- 76
Grant-SRS-11-P-90273/7-01
Note-184p.; Some Figures and Tables may not reproduce clearly due to small type size in original document
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Career Ladders, *Job Development, *Manpower Development, Manpower Needs, Manpower Utilization, Organizational Climate, *Organizational Effectiveness, Personnel Data, *Personnel Management, Personnel Needs, Personnel Policy, Problem Solving, Program Evaluation, Social Factors, Social Services, *State Government, Statistical Analysis

The report discusses activities of a first-year project to identify and solve personnel problems in the Family Services Division of the Missouri Department of Social Services. A specific objective of the project was to develop career ladders within Missouri's state government agencies which would increase job satisfaction and worker productivity. The document is presented in seven chapters. Chapter I introduces the project and discusses organizational problems identified in a 1976 survey of 1200 Family Services Division caseworkers and supervisors. Chapter II provides an overview of the most frequently mentioned problems, including organizational sprawl, interpersonal problems, and low salaries. Chapter III compares problems identified by Division personnel with problems identified in a national survey of personnel in social services agencies conducted by the Department of Health, Education, and Welfare in 197[illegible]. Chapters IV and V analyze results of the survey in terms of 13 dimensions, including job pressure, role overload, alienations, job motivation, power, and communications. Chapter VI presents responses offered to open-ended questions dealing with improving work situations, quality of services, improving effectiveness, and making social service jobs easier. The final chapter offers suggestions for the second phase of the project. (DB)

ED 171 594 SO 010 830

Minneapolis Multi-Ethnic Curriculum Project, Final Report.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Pub Date-76
Note-90p.; For related documents, see SO 010 600-601; Not available in hard copy from EDRS due to various ink changes throughout document
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Changing Attitudes, *Cultural Pluralism, *Curriculum Development, Curriculum Evaluation, Educational Needs, *Educational Objectives, Educational Philosophy, Educational Problems, Educational Trends, Elementary Secondary Education, *Ethnicity, *Ethnic Studies, Literature Reviews, Minority Group Children, Multicultural Education, School Environment, Social Mobility, Social Studies, Socioeconomic Influences, Student Participation, Teacher Participation, Values
Identifiers-Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project

A report is presented of the objectives, planning, and development of the Minneapolis public schools' multi-ethnic curriculum project. The document is presented in four sections. Section I examines the change in attitudes toward ethnic diversity and explores the responsibility of educators to transmit respect for and encouragement of cultural pluralism. Section II reviews literature related to the impact of the melting pot ideology on people of various ethnic groups and traces the increasing demand that school programs reflect the entire school community. Section III explains the process of identifying the major conceptual themes which became the basis of the multi-ethnic units. The process included surveying teachers as to their priorities for incorporating ethnic content into their courses, identifying objectives and skills, and selecting concepts and themes appropriate for various grade levels. Section IV offers a brief summary of the report. The document concludes with appendices including key concepts and generalizations related to ethnicity and cultural pluralism. (DB)

Magnussen, Olav
Education and Employment. The Problems of Early School-Leavers.
European Cultural Foundation, Paris (France). Inst. of Education.
Pub Date-Oct 77
Note-112p.
Available from-Publication Officer, Institute of Education, European Cultural Foundation, Universite de Paris IX-Dauphine, 1, Place du Ml de Lattre de Tassigny, 75116 Paris, France (No price quoted)
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, Cross Cultural Studies, Dropout Attitudes, Dropout Problems, Dropout Programs, *Dropouts, *Education, Educational Needs, Employment, *Employment Opportunities, Employment Problems, Foreign Countries, Government Role, Higher Education, High School Equivalency Programs, On the Job Training, Policy Formation, *Relationship, Relevance (Education), Secondary Education, Social Problems, Surveys, Tables (Data), Theories, Unemployed, *Youth
Identifiers-Europe

The relationship between education and employment in Europe is analyzed with particular emphasis on the trends toward mass education, apparent saturation of the labor market, and a new structure of employment opportunities. The objective of the report is to contribute toward a redefinition of the nature of the education/employment relationship which is more congruent with recent social changes in Europe. The document is presented in six chapters. Chapter I reviews theories and assumptions concerning youth unemployment. Chapter II summarizes national studies of unemployment among youth in The Netherlands, Norway, Sweden, Germany, and the United Kingdom. Chapter III evaluates theories and evidence related to youth unemployment. Chapter IV considers policy measures by which various European governments attempt to cope with youth unemployment. Chapter V surveys and evaluates government policies. The final chapter summarizes the report and offers conclusions. Major conclusions are that programs should be developed to initiate early school leavers to the world of work, work and formal schooling should be combined to form educational and training activities, and more jobs should be created to provide training for early school leavers. (DB)

ED 171 596 SO 011 204

Adamski, Wladyslaw W.

Continuing Education in Western and Eastern European Societies. Ideology and Reality. Occasional Papers, 5.

European Cultural Foundation, Paris (France). Inst. of Education.

Note-32p.

Available from-Publications Officer, Institute of Education, European Cultural Foundation, Universite de Paris IX-Dauphine, 1, Place du Ml de Lattre de Tassigny, 75116 Paris, France (No price quoted)

Pub Type- Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Access to Education, Adult Education, *Continuation Education, Educational Development, *Educational Needs, *Educational Philosophy, Educational Policy, *Educational Practice, Educational Research, Employment Opportunities, Employment Problems, *Foreign Countries, Futures (of Society), Nonformal Education, Relevance (Education), Secondary Education, Social Change, Theories

Identifiers-Europe

Major concerns of educators and government officials in Europe regarding the post-compulsory school system are explored. The document is presented in five chapters. Chapter I discusses problems of access to education, the transition of school leavers to employment, and employment problems of school dropouts. Chapter II investigates objectives of adult education and explores motivations for participation in adult education programs. A major area of concern is whether adult education is a tool for social equalization, professional advancement, or self-fulfillment. Chapter III examines social premises and ideology surrounding lifelong education. Chapter IV presents critical remarks on some ideological assumptions of continuing education. Chapter V reviews comparative research on educational development in eastern and western Europe. Recommendations are made for translating research findings into guidelines for action, developing a historical analytical framework, and restricting the scope of studies about the future of continuing education to a period of 15 to 20 years. A section of notes and references concludes the document. (DB)

ED 171 597 SO 011 277

Haupt, Arthur Kane, Thomas T.
The Population Reference Bureau's Population Handbook.
Population Reference Bureau, Inc., Washington, D.C.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-78
Note-65p.; Photographs may not reproduce clearly in hard copy
Available from-Population Reference Bureau, 1337 Connecticut Avenue
Avenue N.W., Washington, D.C. 20036 ($2.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Birth Rate, Cohort Analysis, Death, *Demography, Family Planning, *Futures (of Society), Global Approach, Higher Education, Human Capital, Infant Mortality, Instructional Materials, Migration, Migration Patterns, National Demography, *Population Distribution, *Population Growth, *Population Trends, Secondary Education, Social Influences, *Trend Analysis, Urbanization

This handbook offers information on population dynamics. The population data resource is intended for use by journalists, policymakers, teachers, high school and college students, libraries, advertising agencies, and family planning groups. The document is presented in 12 sections. Section I introduces demography, explains the purpose and scope of the handbook, and details population growth's impact on every facet of life. Section II identifies and describes measures and tools used by demographers to describe population. Sections III through X focus on age and sex composition, fertility, mortality, morbidity, nuptiality, migration, urbanization and distribution, and population change. For each of these topics, the handbook includes background information; a glossary of population and demographic terms; illustrations, maps, graphs, and charts; and statistical analysis of selected country and state population figures. Section XI provides a glossary of 113 population terms. The final section offers a directory of population information sources. (DB)

ED 171 598 SO 011 278

Population Density and Mobility in the United States: Teaching Module No. 5 Population Reference Bureau, Inc., Washington, D.C.
Pub Date-78
Note-26p.
Available from-Population Reference Bureau, 1337 Connecticut Avenue N.W., Washington, D.C. 20036 ($1.00 single copies, newsletters free)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Agriculture, Data Analysis, *Demography, Environmental Education, *Futures (of Society), Geographic Concepts, Higher Education, Instructional Materials, Land Use, Learning Activities, *Migration, Migration Patterns, *Population Distribution, Population Growth, *Population Trends, Rural to Urban Migration, Secondary Education, Social Change

This document includes the September 1978 Population Education Newsletter and a module containing background information, data sheets, and tips to help teachers develop a one or two hour lesson on population density and mobility in the United States. The module, which comprises the bulk of the document, is intended to encourage high school and college students to clarify their concepts of density, analyze changing migration patterns, consider the role of agriculture in an urban society, and plan for the future in a more populated society. Teaching procedure is outlined in a step-by-step manner, although it is stressed that steps may be followed selectively, depending upon which data sheets are used. Discussion questions are suggested, where appropriate. Examples are, ``What accounts for the wide variation in population density between various states?'' ``Do you think the land needed for urban living will increase in the future as the population grows?'' Students are involved in activities including filling in questionnaires, interpreting charts, maps, and graphs, and completing work sheets. The data sheets focus on population density in the United States as a whole and state by state, land use in the United States in various years and regions, population and area of foreign countries, migration by regions in the United States during selected years, and possible future distribution of the United States population. The newsletter focuses on U.S. land use and suggests land use teaching aids. It also offers population news items and announces new population materials. (DB)

ED 171 599 SO 011 613

Arellano-Reyes, Ma. Felicitas Villanueva, Carmelita L.

The Philippine Experience in Curriculum Development for Population Education: The State of the Art. Population Education Research Utilization. Monograph Series 1, Part 1.

Population Center Foundation, Rizal (Philippines). Information and Research Utilization Div.
Pub Date-May 76
Note-84p.; For related documents, see SO 011 614-620; Photographs and small print may not reproduce clearly in paper copy
Pub Type- Reports - Descriptive (141) - Information Analyses (070) - Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Comparative Education, *Curriculum Development, Educational Needs, Educational Problems, Educational Strategies, Elementary Secondary Education, Evaluation Methods, Foreign Countries, Higher Education, Instructional Design, Models, *Population Education, *Program Development, *Program Evaluation, Research Needs, Research Utilization, Teacher Education, Teaching Methods
Identifiers-*Philippines, Population Education Program

This booklet reviews the development and implementation of population education programs in the Philippines. Section one describes the Population Education Program (PEP), a national program sponsored by the Philippine Department of Education and UNESCO. PEP's goals are to develop curriculum, train teachers, and encourage research for population education in colleges as well as in elementary and secondary schools. Section two outlines the functions of the Research Utilization Program of the Philippine Population Center Foundation. The program facilitates the application of biomedical, educational, and social scientific research to policy and practice. The main section of the report describes six different programs in terms of development and evaluation of materials for in-school population education. One program is the PEP; four others, sponsored by Filipino institutions of higher education, develop materials for elementary and secondary schools; and one program was initiated in a grade school. The in-depth discussion of the six programs covers problems of teacher training, parent attitudes, curriculum content at various grade levels, teaching strategies, and evaluation and revision of materials. Concluding sections provide abstracts of 17 resources on population education and a bibliography of approximately 50 citations. (AV)

ED 171 600 SO 011 614

Arellano-Reyes, Ma. Felicitas Villanueva, Carmelita L.

On the Effectiveness of the Discovery Approach as a Teaching Method for Population Education. Population Education Research Utilization Monograph Series Number 1, Part 2.

Population Center Foundation, Rizal (Philippines). Information and Research Utilization Div.

Pub Date-May 76

Note-65p.; For related documents, see SO 011 613-620; Photographs and light print type may not reproduce clearly in paper copy

Pub Type- Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Comparative Education, Critical Thinking, Curriculum Development, *Discovery Learning, Educational Strategies, *Effective Teaching, Elementary Secondary Education, Foreign Countries, Integrated Curriculum, *Population Education, *Questioning Techniques, Relationship, Skill Development, Student Attitudes, Student Characteristics, *Success Factors, Teacher Characteristics, Teaching Methods

Identifiers-*Philippines, Population Education Program

Research is reviewed on the effectiveness of the discovery approach in teaching population education at the elementary and secondary levels. The discovery approach is a key teaching strategy in curriculum developed by the Filipino Population Education Program (PEP). PEP curricula cover the following content areas: demography, determinants and consequences of population growth, sexuality and human reproduction, and family planning. Among the research findings are that the discovery approach is more effective than traditional expository teaching methods in 1) bringing about learning, retention, and transfer; 2) stimulating critical thinking; and 3) developing positive attitudes toward teachers and subject matter. Effectiveness of the discovery approach depends to some extent on teacher and student competence, administrative support, and compatibility of teaching methods in the units into which discovery-approach population education materials are integrated. Suggestions are given for achieving maximum effectiveness in areas of teacher competence, flexibility of time, administrative support, and integration of curriculum. The report concludes with 19 abstracts of research papers and monographs on the use and effectiveness of the discovery approach. (AV)

Villanueva, Carmelita L. Arellano-Reyes, Ma. Felicitas

Introducing Human Sexuality into the Population Education Curriculum. The State-of-the-Art. Population Education Research Utilization Monograph Series 1 Part 3.

Population Center Foundation, Rizal (Philippines). Information and Research Utilization Div.
Pub Date-May 76
Note-68p.; For related documents, see SO 011 613-620; Photographs may not reproduce clearly in paper copy
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, *Comparative Education, Course Content, Educational Problems, Educational Research, *Educational Strategies, Elementary Secondary Education, Family Life Education, Foreign Countries, Parent Attitudes, Parent Role, *Population Education, *Sex Education, Sexuality, Student Attitudes, Teacher Attitudes, Teacher Education
Identifiers-Controversial Issues, *Philippines, Population Education Program

This paper explores one problem area that hampers the introduction and acceptance of sex education in schools. Specifically, the paper reviews problems related to the human sexuality component of population education programs in the Philippines. Research on the experiences of the Population Education Program (PEP) is discussed, as well as research from other population education programs in the Philippines and other countries. Topics discussed include appropriate content of human sexuality curricula, vocabulary, teacher competence, teaching aids, and parental involvement. Research has shown that there is little agreement about how early sex education should be introduced into the curriculum, but that most programs have similar content at each grade level. PEP and other programs cover family relationships in primary grades; human anatomy and reproduction in intermediate grades; and sexual relations, pregnancy, contraception, and parenthood in high school. Research indicates a dilemma over the use of scientific, popular, or euphemistic vocabulary in sex education classes. Teacher competence should be developed through high personal qualification standards, teacher training, and team or peer teaching. Audiovisual aids, particularly those about controversial topics, should be improved. Parental involvement should be encouraged through adult education classes, printed materials, and participation in their children's class activities. Abstracts of 16 resources conclude the report. (AV)

ED 171 602 SO 011 616

Tamayo, Ann Loreto

Teacher Training Schemes in Population Education. Population Education Research Utilization Monograph Series 2, Part 1.

Population Center Foundation, Rizal (Philippines). Information and Research Utilization Div.
Pub Date-77
Note-90p.; For related documents, see SO 011 613-620; Photographs and small print size may not reproduce clearly in paper copy.
Pub Type- Reports - Evaluative (142) - Information Analyses (070) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Comparative Analysis, *Comparative Education, Effective Teaching, Foreign Countries, Independent Study, Inservice Teacher Education, Peer Teaching, *Population Education, *Teacher Education, Teacher Programs, Teacher Qualifications, Teaching Skills, Team Training, *Training Techniques, Transfer of Training
Identifiers-*Philippines, Population Education Program

This paper describes and compares three teacher-training models for population education. The analysis emphasizes the use of the models for the Filipino Population Education Program (PEP), but also discusses their applicability to other programs in the Philippines and elsewhere. The three models are 1) superordinate training, which constitutes a superior-subordinate relationship between trainer and trainee; 2) peer training, using a teacher-to-teacher structure; and 3) a modular approach, characterized by the use of self-instructional materials. Currently, PEP emphasizes superordinate training to provide inservice lectures and workshops to large numbers of population education teachers. All three models are effective in positively changing trainees' knowledge and behavior, but they differ in levels of developing favorable attitudes and improving skills. The modular approach is more beneficial than the others in terms of smoother and easier management. In terms of training staff, superordinate and peer-teaching models require larger numbers of qualified trainers than does the modular approach. The modular approach requires the shortest period of time for training and is the least expensive to implement. The report concludes with outlines of seven workshop models for training teachers and administrators using a combination of the three approaches described above. (AV)

ED 171 603 SO 011 617

Villanueva, Carmelita L., Comp. And Others
Population Education Models and Strategies. Population Education Research Utilization (Cycle 2) Reprint Series No. 1.
Population Center Foundation, Rizal (Philippines). Information and Research Utilization Div.
Pub Date-76
Note-140p.; For related documents, see SO 011 613-620
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administrator Education, *Comparative Education, Educational Strategies, Evaluation Criteria, *Population Education, Program Development, Teacher Attitudes, *Teacher Education, Training, *Training Techniques, Transfer of Training, Values
Identifiers-Philippines

Thirty-one models on population education for teacher training, evaluation of training, and values clarification are presented in this report. Some models were developed in the United States and others were designed by educators in the Philippines. The objective of the report is to compile the models as a guide for population education program development in the Philippines. The report is presented in three major sections. Section I offers seven workshop models and strategies for teacher training in population education. Developed by administrators, teachers, and supervisors, the seven models include self-development and mobile approaches. The models focus on clarifying the roles and skills of administrators and teachers in implementing population education programs. Section II presents 11 models for evaluating teacher training in population education. Some of the models are to be used in evaluating the training schemes described in Section I; others are more general strategies developed by sources including the United States Civil Service Commission and Daniel Stufflebeam of the Ohio State University Evaluation Center. Section III offers 13 strategies for values clarification in population education. These encompass human sexuality, contraceptive use, family size, and delayed versus early marriage. (AV)

ED 171 604 SO 011 618

Teacher Training Schemes in Population Education. Abstract-Bibliography Series, Series One, Part One.

Population Center Foundation, Rizal (Philippines). Information and Research Utilization Div.
Pub Date-Apr 76
Note-39p.; For related documents, see SO 011 613-620; Not available in paper copy due to light print type of original document
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Comparative Education, Foreign Countries, *Population Education, Program Development, *Teacher Education, Training, *Training Techniques, Transfer of Training
Identifiers-Philippines

First in a series of three resource bibliographies for the development of population education in the Philippines, this bibliography contains abstracts of 69 documents about teacher training. Included in the bibliography are abstracts of books, periodical articles, ERIC documents, and unpublished theses from the United States, Philippines, and other countries. The abstracts describe works focusing on population education personnel training in various countries, studies of cooperation between administrators and teachers in inservice training programs, and analyses of techniques such as role playing and microteaching in training population education teachers. Entries are arranged in five subject areas: teacher education, superordinate training, modular training, peer training, and training techniques. Within each subject area the entries are categorized according to publication type. Each entry includes information on author, title, place of publication, publisher's name, date, and number of pages; a detailed abstract; and names of institutional libraries in the Philippines where the documents can be located. (AV)

ED 171 605 SO 011 619

Effective Evaluation of Teacher Training in Population Education. Abstract-Bibliography Series, Series One, Part Two.

Population Center Foundation, Rizal (Philippines). Information and Research Utilization Div.
Pub Date-Apr 76
Note-26p.; For related documents, see SO 011 613-620
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Comparative Education, Evaluation Methods, Foreign Countries, Models, *Population Education, Program Development, *Program Evaluation, *Teacher Education, Teacher Evaluation, *Training
Identifiers-Philippines

This bibliography contains abstracts of 50 documents about evaluation of teacher training in population education. It is the second in a series of three resource bibliographies for the development of population education programs in the Philippines. Included in this bibliography are abstracts of books, periodical articles, ERIC documents, and unpublished theses. Most were published in the United States. Entries are arranged in the following subject areas: principles of program evaluation, methodology of program evaluation, program evaluation models, and teacher evaluation and follow-up. Within each subject area the entries are categorized according to publication type. Each entry gives information on author, title, place of publication, publisher's name, date, and number of pages; a detailed abstract; and names of institutional libraries in the Philippines where the documents can be located. (AV)

ED 171 606 SO 011 620

Strategies for Value Clarification in Population Education. Abstract-Bibliography Series, Series One, Part Three.

Population Center Foundation, Rizal (Philippines). Information and Research Utilization Div.

Pub Date-Apr 76

Note-39p.; For related documents, see SO 011 613-619

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Attitudes, *Comparative Education, *Educational Strategies, Elementary Secondary Education, Foreign Countries, Measurement Techniques, Models, Moral Values, *Population Education, Program Development, Student Attitudes, Teacher Attitudes, Teacher Education, *Values

Identifiers-Philippines

This resource bibliography contains abstracts of 67 documents about values clarification in population education. It is the third in a series of three bibliographies for the development of population education programs in the Philippines. Included are abstracts of books, periodical articles, ERIC documents, and unpublished theses. Most of the entries are from United States and Filipino sources. They are presented in the following subject areas: values and value education, moral values and education, value clarification strategies, teachers' and administrators' values, student values, Filipino values, and value measurement. Within each subject area the entries are categorized according to publication type. Each entry gives information on author, title, place of publication, publisher's name, date, and number of pages; a detailed abstract; and names of institutional libraries in the Philippines where the documents can be located. (AV)

ED 171 607 SO 011 669

Newland, Kathleen
The Sisterhood of Man.
Worldwatch Inst., Washington, D.C.
Spons Agency-United Nations Environment Program, New York, N.Y.
Pub Date-79
Note-247p.
Available from-W.W. Norton & Co, Inc., 500 Fifth Avenue, New York, New York 10036 ($3.95 paper bound, $12.95 cloth bound)
Pub Type- Information Analyses (070) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Change Strategies, Changing Attitudes, Civil Rights, Economic Status, Equal Education, Equal Opportunities (Jobs), Equal Protection, Family Life, Females, *Feminism, Futures (of Society), *Global Approach, Health, Labor Force, Laws, Mass Media, Politics, Sex Discrimination, *Sex Role, Social Attitudes, *Social Change, Social Problems, Social Status, Sociocultural Patterns, Womens Education

Changes in economic and social life throughout the world during the next 25 years will be closely related to changes in the status and roles of women. In this book the author examines how women's roles are changing and the impact of this change on economic and social patterns. Chapter I identifies areas in which women have already gained increased responsibility and involvement, and states two reasons for the support of women's rights. The reasons are that (1) major socioeconomics problems cannot be ultimately resolved without women's participation, and (2) equality between men and women is an integral part of the foundation for a just society. Chapters II through IX explore women's concerns in areas of legal status, education, health, mass media, politics, work, and family life. Among the topics examined are the underestimation of women's economic contributions, effects of birth control on women's health, the increase in numbers of households headed by women, and the gap between women's formal political rights and their real exercise of political power. Chapter X summarizes the need for change in attitudes toward women as well as in concrete opportunities for more involvement by women. Although some societies are already more progressive than others in recognizing women's rights, more growth must be made on all fronts. (AV)

ED 171 608 SO 011 680

Schubert, William H.

Frames of Curriculum Knowledge Production: Historical Review and Recommendations.

Pub Date- Apr 79
Note-34p.; Paper presented to the Annual Conference of the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bibliographies, *Curriculum Development, *Curriculum Evaluation, *Curriculum Research, Educational Attitudes, *Educational History, Educational Objectives, Educational Philosophy, Educational Resources, Educational Theories, Educational Trends, Graduate Professors, Higher Education, Relevance (Education), *Teacher Education Curriculum, *Teacher Educators

This paper offers a brief history of the development of curriculum knowledge as shown in 20th century publications. Observations about curriculum development are noted and recommendations are made for further exploration. Books and their authors are reviewed from the turn of the century to the present, beginning with theory predominance and the emerging schools of intellectual traditionalism, social behaviorism, and experientialism in the 1900s. Analytical interpretations dominated the twenties, school-oriented texts the thirties. In the forties, readings and synoptic texts appeared, and the sixties emphasized structure of disciplines and curriculum projects. Reconceptualists brought a revival of philosophic scrutiny and speculation in the seventies. The curriculum began as an inheritor of the three philosophies, grew as it created and outlined a future course of inquiry and developed into a purveyor of schooling. It then became preoccupied with the determination of substance and professed and generated knowledge about that. Now it is seeking freedom from the boundaries of that knowledge by returning to philosophy. Recommendations for the future include a need to search for the roots of curriculum study, and emulate these origins by perceiving curriculum as a function of culture. Curriculum inquiry should also be applied to outside curricula (other forces that influence the child's view of the world) and a knowledge of the student himself. (CK)

ED 171 609 SO 011 683

Education for Citizenship: A Bicentennial Survey. Results Manual for Replicating the Citizenship Survey.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date-Dec 76

Contract-OEC-0-74-0506

Note-80p.; For a related document, see ED 135 705

Pub Type- Guides - Non-Classroom (055) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Achievement Tests, *Citizenship, Data, *Educational Assessment, Grade 8, Grade 11, Knowledge Level, *National Surveys, Secondary Education, *Test Interpretation, Test Results, *Tests

This manual, a supplement to the National Assessment of Educational Progress (NAEP) kit Education for Citizenship: a Bicentennial Survey'' (ED 135 705), provides question-by-question results for the national sample of 13- and 17-year-old students tested. After presenting a brief summary of the background, the introduction describes the purpose of the citizenship assessment kit, which was to measure student achievement in citizenship and social studies. Chapter two reviews requirements for replicating the NAEP assessment model so that valid data comparisons can be made. The third chapter explains how to read the NAEP survey results, the exact meanings of the column headings in the tables, and the possible percentage of error. The final chapter suggests an approach for studying and analyzing assessment scores. The appendix consists of four question-by-question tables, showing the percent correct and standard errors for all 13-year-olds, all 17-year-olds, 13-year-olds in the eighth grade, and 17-year-olds in the eleventh grade. The students are further differentiated according to geographic region, sex, race (black or white), level of parental education, and size and type of community. This supplement contains no summary level results since they can be found in ED 135 705. (CK)

ED 171 610 SO 011 690

Sober, Tonia S.

Manual for Developing a Student Intern Program in Citizenship and Government: An Adopter's Guide for Project GRASP Referenced in Promising Practices in Oregon Education: 1974.'' Revised Edition.

Marion County Educational Service District, Salem, Oreg.
Pub Date-79
Note-130p.; For a related document, see ED 129 701
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administrator Role, Citizenship, *Civics, Community Agencies (Public), Community Role, Grade 12, *Internship Programs, Local Government, *Program Administration, Program Development, *Program Evaluation, *Program Planning, School Community Relationship, School Role, Secondary Education, Social Studies, Student Role, Teacher Role, Work Experience Programs

This guide provides a model for an internship program for high school seniors in citizenship and government. Based on a program used in Oregon for eight years, the model can be incorporated into existing high school civics courses to enrich student learning of civics and government. The purpose of the model program is to place seniors as interns in community government and service agencies. The guide outlines program planning, administration, and evaluation. Chapter I examines the decision to adopt the program: how to identify the need for such a program in the existing curriculum and how to determine what its outcomes will be. Chapter II explores aspects of program feasibility including support from the school and community populations and availability of resources. Chapter III describes the planning process in terms of management structure, roles of participating schools and agencies, and role and objectives of the program coordinator. Chapter IV explains how to secure commitments for support and participation and to recruit agencies to sponsor interns. Chapter V thoroughly outlines program implementation in terms of staffing, selecting and placing students, scheduling, grading, and credits. Chapter VI suggests evaluation methods to assess student, school, program, and placement site participation. Appendices offer a model curriculum, bibliography, forms, and evaluation instruments. (AV)

The Teaching of Values: An Instructional Guide.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.
Pub Date-78
Note-144p.; Photographs throughout document may not reproduce clearly in hard copy
Available from-Instructional Planning Division, Los Angeles Unified School District, 450 N. Grand Avenue, Room G-230, Los Angeles, California 90012 ($3.35 plus 6 percent sales tax)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Changing Attitudes, Cooperation, Educational Legislation, *Educational Needs, *Educational Objectives, Educational Philosophy, Elementary Secondary Education, Learning Activities, Legal Education, *Moral Development, Multicultural Education, Problem Solving, Religious Factors, *Student Attitudes, Teacher Role, *Values

To help elementary and secondary classroom teachers develop and implement values education programs, the document identifies values which should be dealt with in school and suggests activities to reinforce specific values. The document is presented in four chapters. Chapter I introduces values concepts which should be integrated into the education of all children, regardless of religious, cultural, ethnic, or philosophical background. Concepts include integrity, courage, responsibility, justice, reverence, love, and respect for law and order. Objectives are presented for each concept along with relevant quotations from well-known individuals. Chapter II relates the schools' responsibility for values education to the responsibility of home, church, temple, and synagogue. Chapter III suggests learning activities to reinforce specific values concepts. For each activity, information is presented on age group, resources, objectives, and materials. Activities involve students in story telling, analyzing readings, writing, discussing, problem solving, dramatic presentations, and field trips to museums and community organizations. The final chapter suggests additional reference materials. (DB)

ED 171 612 SO 011 694

Kealey, Robert J.

Christian Values and Social Studies: A Redundant Title?

Pub Date-18 Apr 79

Note-22p.; Paper presented at Annual Meeting of the National Catholic Education Association (Philadelphia, Pennsylvania, April 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affective Behavior, Catholic Educators, *Catholic Schools, Educational Objectives, Educational Trends, Elementary Secondary Education, Ethical Values, Humanistic Education, Learning Processes, Moral Development, Moral Values, Parochial Schools, Personal Values, Relevance (Education), Religious Education, *School Role, *Self Actualization, *Social Studies, Social Values, *Values

Methods for integrating Christian values into social studies education in Catholic schools are examined. First, the four areas in which learning takes place are discussed: the psychomotor, the cognitive which includes interpretive and analytical skills, the intellectual, and the attitudinal. Next, the author presents four values which should be integrated into the content of a Catholic social studies program: a sense of self-worth, charity, responsibility, and principles. Procedures for determining that these values are taught conclude the document. A teacher begins at the start of the school year by formulating teaching/learning experiences to help students grow in these areas. Five questions should be answered when planning social studies lessons: What specific content will the students learn? What skills will the student practice to obtain this information? Is the content value laden and can the students draw specific attitudes from it? What variety of learning experiences will the students involve themselves in? How will students demonstrate their learnings? (KC)

ED 171 613 SO 011 696

Relative Progress of Children in School: 1976. Current Population Reports, Population Characteristics, Series P-20, No. 337.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date-Apr 79

Note-45p.; Not available in hard copy from EDRS due to small type size of tables in original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.70, paper cover)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, Blacks, Census Figures, Comparative Analysis, *Cultural Background, Cultural Factors, *Demography, Educational Research, Elementary Secondary Education, *Enrollment Influences, Enrollment Rate, Ethnic Groups, Family Characteristics, Geographic Regions, National Surveys, Non English Speaking, Population Trends, Racial Factors, Relationship, Sociocultural Patterns, Spanish Speaking, *Student Characteristics, Tables (Data)

This report provides information on factors that are associated with children's progress through elementary school and high school. Children's rates of advancement through school were measured by comparing the grade attended in 1976 with the typical grades attended by children at each age. The grade in which most children of a given age were enrolled was called the modal grade. Children's relative progress through school was measured by whether they were at or below the modal grades for their age. The factors related to school progression investigated in this report were sex, race, Spanish origin, language ability, region of residence, metropolitan-nonmetropolitan residence, poverty status, and educational level of family head. Analysis of survey data showed a decline between 1950 and 1976 in the proportion of persons five to 17 years old who were below the modal grades for their age. When compared with the total population, significantly higher proportions enrolled below the modal grade were found for youth who were black or of Spanish origin and living (1) in families maintained by an adult who had not completed high school; (2) in poor families in metropolitan, central cities, or nonmetropolitan areas of the South; or (3) in households in which the usual language was not English. The bulk of the document contains tables of data which illustrate these trends. (Author/AV)

ED 171 614 SO 011 697

Berndt, William Berndt, Arnold

Catalogue of Wind and Percussion Solos and Ensembles and Recordings. American School Band Directors' Association, Research Committee Reports for the 26th Annual Convention, Oklahoma City, Oklahoma, 1978.

American School Band Directors Association, Newark, Ohio.

Pub Date-78

Note-110p.

Pub Type- Reference Materials - Directories/Catalogs (132) - Reference Materials (130)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Audio Equipment, Audiovisual Aids, Elementary Secondary Education, Higher Education, *Music, *Musical Instruments, Music Education, *Phonograph Records, Reference Materials

This catalogue lists over 350 phonograph records which feature solo and ensemble music by wind and percussion instruments. Instruments heard on the records include oboe/English horn, flute, clarinet, bassoon, trumpet/cornet, French horn, trombone, baritone, tuba, saxophone, percussion woodwind ensembles, and brass ensembles. The catalogue is presented in two parts. Part I lists musical compositions according to instrument and type of ensemble. For each instrument information is given on title of musical composition, composer's name, soloist who performs the composition on the record, and a code number referring to the album. Part II lists albums by instrument and type of ensemble. For each instrument information is given on record company's name and album identification number, titles of all compositions on the album which feature the instrument, and composer's name. (AV)

ED 171 615 SO 011 709

Wienker, Curtis W.

Student Interns in Applied Settings: Successful Adaptation to a New Econiche.

Pub Date-Nov 78

Note-11p.; Paper presented at Annual Meeting of the American Anthropological Association (Los Angeles, California, November, 1978)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Agency Role, *Anthropology, Community Agencies (Public), Field Experience Programs, Graduate Study, Higher Education, *Human Geography, *Institutional Research, *Internship Programs, Research Methodology, Research Problems, School Community Relationship, *Social Agencies, Social Sciences

A graduate internship program in applied anthropology at the University of South Florida (Tampa) is described. The program was designed to train graduates for responsible positions in human service settings at local, state, national, and international levels. Students specialize in one of three applied tracks: public archaeology, urban anthropology, or medical anthropology. In addition to course requirements including statistics and research methods, students must spend one quarter as interns in a community agency actively involved in problem solving. The internship is intended to provide experience in practicing applied anthropology and to permit specialization in a social problem area. Mental health centers are among the organizations which sponsor interns. The internship evolves after a series of meetings between the students, his/her major professor, and representatives from the potential sponsoring agency. A contract is prepared which outlines the intern's role as a researcher at the agency. In some cases interns carry out research upon the agency; in other cases they perform research with agency staff on outside organizations. Problems of the program are few and usually result from unavailability of agency staff for supervision or consultation to the intern. Four factors have been identified as important to successful research in social agency settings: toleration of frustration, involvement of agency managers in research planning, minimization of demands on agency staff for data, and clear communication with all agency personnel at all times. (AV)

ED 171 616 SO 011 710

Hersh, Richard H. And Others
Promoting Moral Growth: From Piaget to Kohlberg.
Longman, Inc., New York, N.Y.
Pub Date-79
Note-270p.
Available from-Longman Inc., 19 West 44th Street, New York, New York 10036 ($6.95 paper bound)
Pub Type- Guides - Classroom - Teacher (052) - Books (010)
Document Not Available from EDRS.
Descriptors-Conceptual Schemes, Developmental Psychology, *Developmental Stages, Educational Alternatives, Educational Objectives, *Educational Practice, Educational Psychology, Elementary Secondary Education, Ethics, Experimental Schools, *Learning Theories, *Moral Development, *Psychology, Teacher Role, Teaching Methods, Values
Identifiers-Kohlberg (Lawrence), Piaget (Jean)

Written for the classroom teacher, this book examines the relationship of Lawrence Kohlberg's psychological theories to educational practice and articulates a sequence of steps necessary to understand the role of the moral educator. Part I discusses educational psychologist Jean Piaget's six stages of moral development. It also examines Kohlberg's perception of the development of moral judgment and his theories of moral development and moral education. Part II discusses educational practice. Emphasis is on how to use many strategies to promote moral development, how to create a moral development curriculum out of existing content and school life, and how to use the "just community" approach in organizing structure and process for schooling. Three themes provide the focus for discussion: 1) that moral issues are a part of all educational experience; 2) that once teachers decide to include the moral domain as part of classroom inquiry, their own moral awareness is deepened; and 3) that the process of becoming a moral educator is an integrative one in which a teacher's own goals, style, and competence are meshed with Kohlberg's theory. (KC)

ED 171 617 SO 011 711

Abdel-Halim, Ahmed El-Mahdi

The Educational Research Center, Riyadh University: Objectives and Challenges.

Pub Date- Apr 79

Note-20p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Comparative Education, *Developing Nations, Educational Change, Educational Development, *Educational Objectives, *Educational Research, Elementary Secondary Education, Foreign Countries, Postsecondary Education, Relevance (Education), *Research and Development Centers, *Research Needs, Research Problems, Research Utilization

Identifiers-Saudi Arabia

Objectives, challenges, and needs of an educational research and development center at Biyadh University, Saudi Arabia are discussed. Major objectives of the center are to cooperate with the ministry of education and other agencies in conducting projects, to foster research projects of qualified individuals, and to exchange information and experiences with similar international organizations. Problems of the institution include controversy over the nature of educational research, the nature of educational improvement and the stereotypical perceptions of educational research and researchers held by practitioners. Solutions include providing a broader definition of educational research, focusing on problems critical to practitioners, and viewing educational improvement as a comprehensive project. Ways to meet these challenges include institutionalizing educational research in every Arab nation; coordinating programs among the nations; understanding the variables which influence education such as psychology, economics, sociology, and anthropology; and to promptly report outcomes of research to practitioners. (KC)

ED 171 618 SO 011 712

Meyer, LeAnn

The Citizenship Education Issue: Problems and Programs. Report No. 123.

Education Commission of the States, Denver, Colo. Dept. of Elementary/Secondary Education.

Pub Date-Feb 79

Note-62p.; Several pages may not reproduce clearly in hard copy due to small print

Available from-Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295 ($5.00)

Pub Type- Information Analyses (070) - Reports - Research (143) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Changing Attitudes, *Citizenship, Citizenship Responsibility, Definitions, Educational History, Educational Policy, *Educational Problems, Educational Programs, *Educational Trends, Elementary Secondary Education, Policy Formation, Political Issues, *Program Development, *Research Needs, Social Influences, Technology, United States History

The document analyzes the background, issues, current status, and trends concerning citizenship education. In section I, historic and current forces which shape citizenship programs are presented. Civil education is traced from the revolutionary period to the present. Current influential forces described include global interdependence and advanced technology. Section II discusses the basic problems of defining citizenship and of determining the scope, degree, and locus of control of citizenship education. Current programs and promising directions comprise section III. Activities of state legislatures and education agencies, foundations, agencies, organizations, and program developers are discussed. Section IV discusses the trends and needs in citizenship education. It also suggests activities designed as a stimulus to generate ideas for groups who might want to take action to meet some of the current needs in citizenship education. A final section presents a bibliography and addresses of organizations and contact persons. (KC)

ED 171 619 SO 011 713

Della-Dora, Delmo, Ed. Blanchard, Lois Jerry, Ed.

Moving Toward Self-Directed Learning. Highlights of Relevant Research and of Promising Practice.

Association for Supervision and Curriculum Development, Washington, D.C

Pub Date-79

Note-105p.

Available from-Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, Virginia 22314 ($4.75, quantity discounts available)

Pub Type- Information Analyses (070) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Role, Cultural Factors, Educational Alternatives, *Educational Practice, *Educational Research, Educational Trends, Elementary Secondary Education, Humanistic Education, Individualized Instruction, Learning Theories, Postsecondary Education, *Program Development, Research Needs, *Self Directed Classrooms, *Socioeconomic Influences, *Student Centered Curriculum, Student Development, Student Role, Student School Relationship, Student Teacher Relationship, Teacher Role

This document describes self-directed learning, summarizes practices and research since 1930, examines sociocultural influences on teaching and learning, and describes methods for initiating self-directed programs at all levels. Chapter I describes areas in which students could take responsibility for their own learning: selecting methods and materials, communicating with others about what is to be learned, and evaluating achievement of goals. Relevant research, discussed in Chapter II, addresses such areas as teacher-pupil planning, community based and citizenship education, values clarification and moral education, establishment of goals, self-discipline and self-assessment, learning styles, grouping practices, independent study, and students as resource persons. Chapter III lists needed research topics: development of learning styles, development of cognitive mapping into usable practices, left-and right-hand brain research, child-rearing practices, child development, classroom climate, and long-term effects of current individualized instructional programs. Chapter IV presents essays on the relationship between racial/ethnic backgrounds and learning. Cultural learning styles of traditional low income urban blacks, Mexican Americans, Native Americans, females, and middle class whites are described. Chapter V discusses administrator roles, staff development, inservice education, team planning, and administrative and supervisory support systems for implementing self-directed learning. (KC)

Fraas, John W.

The Effectiveness of a Simulation-Gaming Method of Instruction for Teaching College Level Introductory Economics.

Pub Date-May 79
Note-52p.; Paper presented at Annual Meeting of the Eastern Economic Association (Boston, Massachusetts, May 10-12, 1979)

Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Ability, Academic Achievement, Aptitude Tests, Comparative Analysis, Course Evaluation, Data, *Discussion (Teaching Technique), *Economic Education, Educational Research, Higher Education, Knowledge Level, *Lecture, Program Effectiveness, Retention, *Simulation, Student Characteristics, *Student Placement, *Teaching Methods, Testing

The effectiveness of the simulation-gaming method of instruction as opposed to the lecture-discussion method in teaching a college introductory economics course is examined. One hundred and twenty Ashland College freshmen were tested to determine their knowledge, interest, and training in economics; retention of knowledge seven weeks after the course; and scholastic abilities. Students were randomly assigned to one of the two types of courses. Using the lecture-discussion technique as the control method, two tests (the hybrid version of the Test of Understanding in College Economics and the Questionnaire of Student Attitudes Toward Economics) were used to measure the impact of the two methods of instruction. Tests were given pre-course, post-course, and seven weeks later. Four additional data were also analyzed: level of high school training, Scholastic Aptitude Test (SAT) score, college course instruction method, and the instructor to whom the student was exposed. Findings showed that students with low pre-course knowledge, no previous economic training, and low SAT scores achieved a higher level of post-course economic knowledge and retention when instructed by the simulation-gaming method. The obverse is true for the lecture-discussion method. While neither method could be labelled superior, the relative effectiveness of each was dependent on certain student characteristics. When advising or assigning students to introductory economics courses, college instructors should be aware of these findings. (CK)

ED 171 621 SO 011 717

Kinghorn, Jon Rye
A Step-by-Step Guide for Conducting a Consensus and Diversity'' Workshop in Global Education. School Improvement through Global Education.
Charles F. Kettering Foundation, Dayton, Ohio.; North Central Association of Colleges and Schools, Boulder, Colo.
Pub Date-79
Note-91p.; For related documents, see SO 011 718-719 ; Parts may be marginally legible due to colored background
Available from-Charles F. Kettering Foundation, 5335 Far Hills Avenue Dayton, Ohio 45429 (free)
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Changing Attitudes, *Conflict Resolution, Cooperation, *Cultural Awareness, Cultural Differences, Decision Making Skills, Educational Environment, *Educational Objectives, Futures (of Society), *Global Approach, Higher Education, *Inservice Courses, Learning Activities, Peace, Program Development, Secondary Education, Social Studies, Teacher Education, Values, *Workshops, World Problems

The document explains how to plan a two-day orientation workshop in which high school faculty and staff examine global issues prior to developing and implementing a global education program. In addition to increasing awareness of global issues, the program is intended to improve the educational environment by promoting cooperation between students, teachers, administrators, and community members. The workshop requires that common goals be agreed on by all participants. After initial consensus is reached, diversity is encouraged in seeking suggestions to solutions of global problems. The workshop stresses commitment by school staff for a one-year classroom study of global issues, support by superintendent and school board, and a statement of workshop goals by the project steering committee. Workshop activities are carried out in small groups consisting of individuals representing different ages, sexes, experiences, disciplines, personalities, and philosophies. Workshop sessions focus on topics such as time lines for the future, attitudes, values, and peace. Activities involve participants in discussing issues, playing educational games, creating time lines, filling in handouts, writing statements about various global problems, ranking issues and solutions, and analyzing parables. After participating in a workshop, teachers will be better able to help students consider alternative value systems, develop greater respect for other people, and increase awareness of global issues. (DB)

Kinghorn, Jon Rye And Others

A Guide to Four Essential Themes. School Improvement through Global Education.

Charles F. Kettering Foundation, Dayton, Ohio.; North Central Association of Colleges and Schools, Boulder, Colo.

Pub Date-79

Note-155p.; For related documents; see SO 011 717-719 ; Parts may be marginally legible due to colored background

Available from-Charles F. Kettering Foundation, 5335 Far Hills Avenue, Dayton, Ohio 45429 (free)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cooperation, *Cultural Awareness, Cultural Differences, Decision Making Skills, Educational Environment, *Educational Objectives, Futures (of Society), *Global Approach, *Learning Activities, Peace, Program Development, Secondary Education, Social Studies, Student Attitudes, Teacher Role, *Thematic Approach, Values, World Problems

To aid high school classroom teachers as they develop and implement programs on global issues, the guide outlines basic elements of an ideal global education program. Major themes are: valuing diversity; understanding the world as an interdependent system; developing effective working relationships with others; and understanding prevailing world conditions, the process of change, and emerging trends. For each theme, information is presented on background, goals, implications for global education, implications for school improvement, and learning activities. Specific objectives include developing skills to identify and understand various beliefs, values, and cultures, knowing that differences in people's values are often due to history and geography, identifying how individual activities affect the earth, understanding that actions often lead to unanticipated consequences, acquiring and using information about world issues, increasing understanding of self, and recognizing the humanness of all people. Suggested activities involve students in class discussion, reading and writing assignments, listing cultural differences among various age groups and cultures, brainstorming, listing cultural preferences, and arranging for class visitors. Activities involve teachers in cooperative lesson planning with other staff members, analyzing student behavior, visiting student homes, reporting on current international issues, and reordering the classroom environment to increase effectiveness with students. (DB)

Kinghorn, Jon Rye
Implementation Guide: School Improvement through Global Education.
Charles F. Kettering Foundation, Dayton, Ohio.; North Central Association of Colleges and Schools, Boulder, Colo.
Pub Date-79
Note-120p.; For related documents, see SO 011 717-718 ; Parts may be marginally legible due to colored background
Available from-Charles F. Kettering Foundation, 5335 Far Hills Avenue, Dayton, Ohio 45429 (free)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cultural Awareness, Cultural Differences, *Definitions, Educational Environment, *Educational Objectives, Futures (of Society), *Global Approach, Learning Activities, Peace, *Program Development, Secondary Education, Social Studies, Student Attitudes, Values, World Problems

To aid high school classroom teachers as they develop and implement programs on global issues, the workbook presents suggestions on program procedures and on tailoring global education programs to meet individual school needs. The workbook begins by exploring global interdependence and stressing that major reasons for offering global education programs include: helping students prepare for life in the 21st century, exposing students to people and things to which they are not accustomed, and helping students recognize the value of different opinions. A major objective is to increase cooperative attitudes in the classroom as well as in relation to world affairs. Another section explains how teachers can review various types of global education programs (for example, those based on places and events, cultures, actors and interactors, and/or issues) to determine which emphases will contribute most to the program for their school. Also discussed are general process objectives which should be incorporated into all global education programs. These objectives include that the school district should approve the program, the staff should make decisions collectively, the program should be interdisciplinary, and students and teachers should work together to plan, implement, and evaluate the program. A final section outlines and explains how to elaborate on process objectives in areas of staff and administrative adoption/approval, school commitments and responsibilities, curriculum, and evaluation. (DB)

ED 171 624 SO 011 724

Du Tilly, Geraldina Margain de H.

International School to School Experience I.S.S.E.

Pub Date-Mar 79

Note-15p.; Paper presented at the Society for Intercultural Education, Training and Research Conference (Mexico City, Mexico, March 2-9, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cultural Awareness, Educational Innovation, Educational Programs, Elementary Education, *Experiential Learning, Friendship, Global Approach, *International Educational Exchange, International Relations, Participant Characteristics, Peace, Social Relations, Student Characteristics, *Student Exchange Programs

The paper describes an international student exchange program for 11-year-old children, and discusses the operation and goals of the program in Mexico. The main objective of the program is to create a base for world friendship and global understanding during the pre-adolescent years, which are believed to be formative for acquiring basic social relation skills. Participating countries include the United States, Mexico, India, Canada, Liberia, Guatemala, Iran, Japan, England, and France. Four students and an accompanying adult visit a host school for a three to four week period where they teach native songs and dances, arts and crafts, games, and sports. In return the host school shares its culture. Every year a host school receives children from a country which has not previously visited them. Criteria for selection require that the child be 11 years old at the time of departure, sufficiently independent, emotionally stable, advanced in studies, interested, adaptable, and able to transmit his experiences upon returning home. Results of a study of the program indicate that students become personally acquainted with another country, become aware of the basic likenesses of all humans, acquire an active desire for world peace, acquire communication skills even when a language difference is present, and are free from prejudice. (KC)

ED 171 625 SO 011 725

Helburn, Nicholas Helburn, Suzanne Wiggins

Stability and Reform in Recent American Curriculum.

Pub Date- 78

Note-49p.

Pub Type- Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Change Strategies, *Curriculum Development, Curriculum Research, Curriculum Study Centers, Educational Change, *Educational History, *Educational Improvement, *Educational Objectives, Elementary Secondary Education, Experimental Curriculum, Experimental Teaching, Instructional Materials, Learning, Mathematics Curriculum, Political Influences, School District Autonomy, Science Curriculum, Social Studies, *Socioeconomic Influences, Teacher Attitudes, Teacher Workshops, Teaching Techniques, Textbooks, Units of Study

Identifiers-National Science Foundation, Office of Education

This paper discusses the history, development, and impact of the curriculum reform movement from 1950 to the present. It explores criticisms and accomplishments, outside influences, and the current possibilities of reform. Beginning with rumblings of dissatisfaction in the early fifties, the movement grew into a full reform of science education and later social studies and English. The major emphasis was on curriculum materials improvement and teacher training projects. By the mid-sixties teaching style and classroom strategies became important, broadening into concern in teaching children how to think. In 1965, national curriculum projects were relegated to regional education laboratories and research and development centers. The movement has made little long-term impact on schools, if one analyzes continued use of content and teaching strategies, or change in teacher classroom practice and student learning patterns. The main accomplishments are twofold: a technological breakthrough in course design resulting in a body of work ready for use, and a good training ground for curriculum developers, teachers, and academic disciplinarians. Curriculum development and current reform is limited by shifting national priorities and the purposes of education. Greater impact is possible if reform is locally instigated and change is demanded by the public. Curriculum developers need to continue to develop techniques and gather evidence as to their success. (CK)

ED 171 626 SO 011 726

Brown, Lester R.

Resource Trends and Population Policy: A Time for Reassessment. Worldwatch Paper 29.

Worldwatch Inst., Washington, D.C.
Pub Date-May 79
Note-56p.
Available from-Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, D.C. ($2.00)
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Conservation (Environment), Demography, *Depleted Resources, Developed Nations, Developing Nations, Economic Factors, Energy Conservation, Environmental Education, Environmental Influences, Futures (of Society), *Global Approach, Living Standards, Migration, *Natural Resources, *Policy Formation, Population Growth, *Population Trends, *Relationship, Social Change, Socioeconomic Influences, Technological Advancement, World Problems

Population growth and resource depletion are discussed. The need is stressed for policy makers to understand how population projections relate to the carrying capacity of the earth's basic biological systems. Because the earth's resources are limited, it is essential that policy makers in developed and developing nations be able to analyze the relationship between population and resources such as fisheries, forests, croplands, and grasslands. Economic and social stresses have already resulted in over-fishing, over-grazing, shrinking forests, urban slums, unemployment and, since 1974, annual double digit inflation. One major constraint to unlimited population growth is the oil supply. Petroleum is the principal fuel that powers the global economy. The changing petroleum supply necessitates not only vigorous conservation programs but also establishment of policy priorities which will assure adequate oil supplies for essential purposes such as food production. Population policies which have been devised to deal with population growth include family planning assistance and controls on rural-urban migration. The conclusion is that policy makers must devise ways of stabilizing population at a level far lower than currently projected in order to avoid deterioration of the earth's biological resource base and of the living standards of more and more people. (DB)

ED 171 627 SO 011 727

Sih, Paul K. T., Ed.

An Evaluation of Chinese Studies in American Universities and Colleges 1958-1975.

Saint John's Univ., Jamaica, N.Y. Center of Asian Studies.
Spons Agency-Pacific Cultural Foundation (Republic of China).
Pub Date-78
Note-142p.
Available from-Center of Asian Studies, St. John's University, Jamaica, New York 11439 ($5.00 single copies, $4.00 quantity price)
Pub Type- Information Analyses (070) - Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Area Studies, *Asian Studies, *Chinese Culture, Cultural Awareness, Curriculum, *Educational Assessment, *Educational History, *Educational Practice, Geographic Regions, Higher Education, Interdisciplinary Approach, Language and Area Centers, Non Western Civilization, Regional Characteristics
Identifiers-China

The document consists of 15 papers presented at a conference to determine how much attention American institutions of higher education gave to Chinese studies from 1958-1978. Presented by representatives of American graduate and undergraduate institutions who are also members of the American Association for Chinese Studies, the papers reflected four main areas of inquiry: methodology in Chinese studies, Chinese studies in American universities and colleges, library collections and research materials on Chinese studies, and Chinese language studies in American universities and colleges. Theodore H.E. Chen provided a resume of changes in China studies after World War II, including a more interdisciplinary approach, and more sophisticated techniques of analysis and interpretation. David N. Rowe reviewed Ph.D. dissertations on China for the period 1962-1974 and explored the geographical regional distribution of institutions at which dissertations were produced. Chester Wang examined the growth of research resources for Chinese studies in recent years, followed by a statement by Richard H. Yang that the quantitative expansion of Chinese studies is over and should be followed by qualitative diversification. Concluding remarks were presented by Tsung Chin who stressed that teachers of foreign languages should consider students' motivation and purpose of learning. (DB)

ED 171 628 SO 011 728

Consumer Handbook to Credit Protection Laws.

Board of Governors of the Federal Reserve System, Washington, D.C.
Pub Date-Dec 78
Note-26p.
Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Consumer Economics, Consumer Education, *Consumer Protection, *Credit (Finance), *Equal Protection, *Federal Legislation, Females, *Financial Problems, Home Economics Education, *Instructional Materials, Marital Status, Minority Groups, Money Management, Postsecondary Education, Purchasing, Racial Discrimination, Responsibility, Secondary Education, Sex Discrimination

The five sections of this consumer handbook are The Cost of Credit, Applying for Credit, Credit Histories and Records, Correcting Credit Mistakes, and Complaining about Credit. Each section discusses relevant legislation: Truth in Lending, the Equal Credit Opportunity Act, and the Fair Credit Reporting Act. Topics discussed in section I include methods for comparing finance costs, and explanations of open end credit, open end leases, balloon payments, advertising costs, and costs of settlement on a house. Section II discusses discrimination pertaining to sex, age, and marital status. Borrower characteristics and circumstances under which an agency may not legally deny credit are listed. Section III covers establishing credit histories for married, divorced, or widowed women, and methods for maintaining credit histories. Section four explains action to take concerning defective goods and services, prompt credits and refunds, second mortgage cancellation, lost or stolen credit cards, unsolicited credit cards, and discounts for cash payments. Section five discusses procedures for complaining to federal agencies. A glossary and addresses of federal enforcement agencies and federal reserve banks are included. (KC)

ED 171 629 SO 011 729

Cook, Timothy Q., Ed.

Instruments of the Money Market. Fourth Edition.

Federal Reserve Bank of Richmond, Va.

Pub Date-77

Note-101p.; Several charts may not reproduce clearly in hard copy due to small print type and colored paper

Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Education Banking, Economic Development, *Economic Opportunities, *Economi[illegible] *Financial Support, *Investment, *Money Management, Money Systems, Secondary Education

This booklet is a compilation of articles on money market instruments which were published in the Monthly Review'' of the Federal Reserve Bank of Richmond from 1964-1967. They have been revised to include recent changes in the various markets, as well as to reflect currently applicable laws and regulations. The articles are titled: The Money Market, Treasury Bills, Tax Anticipation Bills, The Discount Window, Federal Funds, Dealer Loan and Repurchase Agreements, Negotiable Certificates of Deposit, Commercial Paper, Bankers' Acceptances, Federal Agency Securities, and the Euro-Dollar Market. The first article defines the term money market, describes the participants, the interrelation and size of the various market sectors, the market's significance economically, and its relationship with Federal Reserve. The remaining articles treat each of the sections of the market, defining each term, summarizing its history, explaining investment characteristics, administration and mechanics, its advantages, and use. (Author/CK)

ED 171 630 SO 011 730

Fontaine, Gary Dorch, Edwina
Problems and Benefits of Close Intercultural Relationships.
Pub Date- 78
Note-14p.; Paper presented at the Society for Intercultural Education, Training, and Research Conference (Mexico City, Mexico, March 2-9, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Science Research, Cooperation, Cultural Awareness, Cultural Background, *Cultural Differences, *Culture Contact, Human Relations, Individual Development, *Interaction, *Interaction Process Analysis, Intercommunication, Intermarriage, *Interpersonal Relationship, Personal Growth, Relationship, Research Needs, Social Problems, Social Psychology, Social Relations, Trend Analysis, Values

The research focuses on positive and negative aspects of intercultural relationships such as marriage, close friendship, and long-term work relationships. Because intercultural relations produce greater instability than relationships between individuals of the same culture, it is hypothesized that partners involved in intercultural relationships have developed workable solutions to their problems and/or are receiving benefits that offset the greater costs. Factors which are significant in any relationship include values, perceptions, communications strategies, and interpretation of what the relationship means. Research on intercultural interaction suggests that particular problems arise due to conflicts over differences in perceived causes of a given event and uncertainty about causes of a problem. Findings from a survey of intercultural and interethnic couples in Kansas City, Missouri, indicated that interethnic couples experienced more external problems than couples from the same ethnic background and that intercountry of origin couples reported more problems associated with family life than did couples from the same country. Additional research is suggested on the part intercultural relationships may play in increasing intercultural understanding and decreasing tension. (DB)

ED 171 631 SO 011 731

Crow, Marsha Lou
A Survey and In-Service Workshop Package on Moral Education.
Pub Date-Apr 79
Note-192p.; A project presented in partial fulfillment of the requirements for the Degree of Masters of Arts in Elementary Education from Boise State University; Portions of the Appendices may not reproduce clearly due to small print type
Pub Type- Guides - Classroom - Teacher (052) - Information Analyses (070) - Dissertations/Theses (040)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Affective Behavior, Curriculum Development, Educational Objectives, Elementary Education, *Ethical Instruction, *Inservice Teacher Education, *Moral Development, Parochial Schools, Religious Education, Tables (Data), *Teacher Workshops, *Values
Identifiers-Kohlberg (Lawrence), Seventh Day Adventist Church

This document reviews moral education literature, presents results of a questionnaire on moral education for Seventh-day Adventist elementary school teachers, and provides an inservice workshop package in moral education. Fifty-two teachers in Seventh-day Adventist schools in Montana and Idaho answered the questionnaire and participated in the inservice training. The review of literature covers five sections: the need for moral education, the role of the school in moral education, an overview of past and present approaches, the values clarification approach, and the cognitive moral development approach of Lawrence Kohlberg. The workshop package comprises a model of moral education structure, activities and materials. The one-day workshop includes introductory activities, values clarification strategies, cognitive moral development dilemmas, handouts providing background information on both approaches, group discussions, and displays of moral education books and materials. In addition to the workshop, recommendations for furthering moral education include developing a library, providing a follow-up workshop, hiring a moral education specialist, and developing curriculum suitable for use in Seventh-day Adventist schools. Appendices include surveys of church attendance patterns in the United States, an overview of values education approaches, values clarification testing devices, an outline of Kohlberg's stages of moral development, and handouts and activities of the workshop. (KC)

Wallace, William H. Cullison, William E.

Measuring Price Changes: A Study of the Price Indexes. Fourth Edition.

Federal Reserve Bank of Richmond, Va.
Pub Date-Apr 79
Note-52p
Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Business Cycles, Business Education, *Cost Indexes, Economic Climate, *Economic Factors, Economics, Financial Problems, *Inflation (Economics), Instructional Materials, Measurement Instruments, Measurement Techniques, Postsecondary Education, Sampling, Secondary Education

This three-part monograph examines the major price indexes used to measure the intensity of inflation. The first part discusses the recent behavior of prices as measured by the Consumer Price Index (commodities, goods, and services), the Producer Price Index (wholesale prices of crude materials, intermediate materials, supplies, components, and finished goods), and the Implicit Price Deflator for the Gross National Product (GNP). The severity of the current inflation problem and the importance of good measures of price changes are emphasized. The second part explains the concept of a price index, reviews the criteria that a good index must satisfy, and discusses conceptual and statistical problems of design and construction. The final part describes characteristics and explains recent revisions of each of the indexes. The Consumer Price Index, revised in 1978, is noted as having the most effect on daily business decisions throughout the country. Prices are observed in 85 areas and separate indexes are computed in 28 cities. The oldest continually published measurement, the Producer Price Index,

covers about 2800 commodities. Finally, both previously discussed indexes are explained in terms of their influence on the Implicit Deflator Index for the GNP in which consumer expenditure of the GNP is adjusted for price change. (Author/KC)

ED 171 633 SO 011 733

Irwin, Wallace, Jr., Ed. And Others

Salt II: Toward Security or Danger? A Balanced Account of the Key Issues in the Debate.

Foreign Policy Association, New York, N.Y.

Pub Date-79

Note-32p.

Available from-Foreign Policy Association, Inc., 345 East 46th Street, New York, New York 10017 ($2.00 plus $0.50 postage and handling)

Pub Type- Guides - Classroom - Learner (051) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-*Disarmament, Federal Government, Foreign Policy, Government Role, Higher Education, Instructional Materials, *International Relations, Legislators, *National Defense, National Organizations, *Nuclear Warfare, Peace, *Political Issues, Political Science, Public Opinion, Secondary Education, *Treaties, War, World Problems

Identifiers-United States, USSR

Facts and controversial issues concerning SALT II (Strategic Arms Limitations Talks) are examined. The intent of the document is to enable non-specialists in military/strategic matters to arrive at their own conclusions. Central questions explored are: Is it possible to arrive at an agreement that will stabilize strategic arms competition and leave each side confident that the other would not launch a nuclear attack? Is SALT II such an agreement? Will the nation's security be better served by ratifying or by rejecting SALT II? Section I examines the evolution, weaknesses and limitations of agreements leading up to SALT II from 1963 to 1970. Section II presents key concepts and terms relevant to nuclear strategy, including nuclear deterrence, mutual assured destruction, and limited nuclear response. The recent Soviet buildup of arms, a discussion of the vulnerability of the United States' Minuteman Missile, and the question of how compliance with the SALT agreements may be verified are examined. Section III compares the three types of nuclear weapons systems: land-based intercontinental ballistic missiles, submarine-launched ballistic missiles, and heavy intercontinental bombers. Section IV focuses on the limits and methods of verification called for in SALT II. Section V discusses attitudes of private organizations, senate members, and public polls toward the agreements. Sections VI and VII summarize the key issues and main arguments for and against SALT II. (KC)

ED 171 634 SO 011 734

The Supreme Court of the United States.
Supreme Court of the U. S., Washington, D.C.
Pub Date-Jun 79
Note-21p.; Photographs and small print may not reproduce clearly in hard copy
Available from-Public Information Office, Supreme Court of the United States, Washington, D.C. (free upon request)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Constitutional History, Court Role, Elementary Secondary Education, Federal Government, Governmental Structure, *Instructional Materials, Supreme Court Litigation, *Supreme Courts, *United States History

This booklet describes the history, procedures, and the courthouse, plus offering a brief vita for each justice. The pamphlet explains the role of the Supreme Court as the constitutional interpretor and applicator of the United States governmental system, recounting a history of the development of that role. The organization of the court is treated historically as well, dating from the initial assembly in 1790 with a Chief Justice and five Associate Justices to the present court of a Chief Justice and eight Associate Justices. Court traditions, many of them dating from 1790, are described, such as longevity of tenure, absence of wigs, use of quill pens, and the traditional seal. The pamphlet also surveys court procedures and schedules. Each justice is pictured, with a brief summary of his background and accomplishments. The booklet concludes with a history of the various buildings occupied by the court and a verbal tour of the present building. (CK)

ED 171 635 SO 011 735

Tripet, Edgar

Cultural Policy in Switzerland: The Present Situation.

Council of Europe, Strasbourg (France).

Pub Date-78

Note-59p.

Available from-Manhattan Publishing Company, 225 Lafayette Street, New York, New York 10012 ($5.00)

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Art, Arts Centers, Citizen Participation, Creative Expression, *Cultural Context, Cultural Differences, Cultural Opportunities, *Culture, *Foreign Countries, *Government Role, Mass Media, Planning Commissions, *Policy Formation, Theater Arts, Values

Identifiers-*Switzerland

The report presents an overview of cultural policy in Switzerland. It was summarized from a 1976 study of Swiss cultural policy by the Federal Department of the Interior and published by the Council of Europe to provide information to cultural and political circles outside of Switzerland. The document is presented in two major parts. Part I describes surveys to determine the nature and distribution of libraries, museums, and art galleries, and to ascertain the background and life styles of creative and performing artists. Information is also presented on preservation of the Swiss heritage of Swiss cultural policy abroad, particularly in Europe and North America. Part II focuses on public authorities and cultural policy. Two sections deal with cultural legislation and funding. Problems discussed in these areas include lack of nation-wide objectives, unclear responsibility for cultural affairs, and variations in funding between large and small cantons, and between industrial and agricultural cantons. Other sections present principles for a cultural policy for Switzerland and suggest tasks to improve Switzerland's cultural life. The conclusion is that cultural policy in Switzerland must be democratic, give all citizens access to many forms of cultural life, be federally funded when the municipalities and cantons lack adequate funds, and aim toward reconciling the particular needs of ethnic and political minorities with the national culture. (DB)

ED 171 636 SO 011 736

Quastler, I. E.

Benefits and Problems of a Geography Internship Program: Some Observations.

Pub Date- Apr 79

Note-9p.; Paper presented at Annual Association of American Geographers (Philadelphia, Pennsylvania, April 22-25, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Needs, Educational Objectives, Educational Practice, Educational Problems, Experiential Learning, *Geography Instruction, Higher Education, *Internship Programs, *Job Development, Program Evaluation, *Student Attitudes, Student Characteristics, Student Motivation, Success Factors, Training

Participant qualifications, activities, program objectives, and benefits to participants and sponsors of geography internship programs at American colleges and universities are assessed. The major purpose of the paper is to provide insights about internship programs to potential program directors and student interns. In the area of grade requirements, the paper stresses the importance of student motivation and perceived maturity over grade point average. With regard to pay for interns, the paper suggests that units of credit and job experience provided by an internship are adequate compensation for the approximately 180 hours of work and that no additional pay should be offered. Concerning acceptable job assignments for interns, the recommendation is that experiences should be practical, on-site rather than in the library or at home, lead potentially to a full-time job, and be monitored closely by a faculty member and/or an employer. To evaluate the success of an internship program, a director should consider impact on the student and the departmental education program, time and effort expended by student, faculty, and employer, and the probability that the internship will lead to permanent employment. (DB)

ED 171 637 SO 011 737

Rodrigues, Raymond J.

Skeletons, Boondoggles, and Success: Multicultural Education at the University of Utah.

Pub Date-Apr 79
Note-33p., Paper presented to the American Association of Colleges for Teacher Education, Institute on Multiethnic Studies for Teacher Education (San Francisco, California, April 517, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bilingual Education, Cultural Awareness, Cultural Pluralism, Decision Making Skills, *Degree Requirements, Educational Problems, Graduate Study, Higher Education, Minority Groups, *Multicultural Education, *Preservice Education, Religious Cultural Groups, Secondary Education, Social Discrimination, *Teacher Education, Undergraduate Study

Problems facing multicultural education, implications of these problems for teacher education, and the multicultural teacher education program at the University of Utah are described. Factors operating against multicultural education in Utah include the back to basics movement, the competency movement, the attack on bilingual education, the decline of the economy, major values conflicts, and conflicting interests of various pressure groups. However, the need for multicultural teacher education in Utah is pressing. Because the state is essentially Mormon-dominated and monocultural, non-Mormon students frequently feel isolated. Moreover, teachers are more likely to find themselves teaching large numbers of not only non-Mormon whites but also blacks, Chicanos, Tongans, Vietnamese, Navahos, and Utes. The position at the college of education at the University of Utah is to provide courses to enable teachers to see the realities of a multicultural classroom and to provide them with decision-making skills. The program, which began in 1972, presently employs a director of multicultural education and offers master's programs as well as three undergraduate courses. Secondary education students are required to take at least one of these courses: The Culturally-Different Learner, Bilingual and Bicultural Education, and Instructional Strategies in Multicultural Education. Descriptions of each course and proposed cultural awareness competency requirements are included. (KC)

ED 171 638 SO 011 738

Henderson, Carlesta

Musical Accountability: The Measurement of Music Teacher Behaviors. Accentuating the Positive.

Pub Date- 74
Note-10p.

Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Change, *Class Management, *Classroom Communication, Classroom Observation Techniques, Educational Research, Effective Teaching, Elementary Secondary Education, Inservice Teacher Education, *Music Education, *Music Teachers, Nonverbal Communication, Nonverbal Learning, *Operant Conditioning, *Student Behavior, Videotape Recordings

Addressing the need for effective teaching and accountability in music instruction, this document describes a study of an inservice project to train teachers in the use of consistent verbal and nonverbal behaviors. The project involved 27 music teachers in the inner city, multiracial community of East Harlem in New York City. The workshop sessions included a discussion of classroom management techniques; procedures for using the measurement instrument; and the observation, identification, and evaluation of specific teacher performances in classroom activities. Pre- and post-training classroom sessions were videotaped. Results indicated that after training, teachers became more aware of their behaviors in relation to classroom interaction. Workshop participants were able to pinpoint areas of academic and social teaching inconsistencies and were able to take steps to correct them. Those teachers who maintained the greatest percentage of consistency found that classroom disruptiveness was reduced and more attention was paid to academics. The use of videotapes was considered valuable in that teachers were able to identify their own behaviors. (KC)

ED 171 639 SO 011 739

Tetreault, Mary Kay Thompson
Women in America: Half of History.
Pub Date-78
Note-240p.
Available from-Customer Service, Rand McNally & Company, Post Office Box 7600, Chicago, Illinois 60680 ($3.84)
Pub Type- Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors-*Changing Attitudes, Child Rearing, Childrens Literature, Child Role, Civil War (United States), Colonial History (United States), Contraception, Divorce, Family Life, *Females, Feminism, History Instruction, Industry, Instructional Materials, Negative Attitudes, Occupational Choice, Older Adults, Popular Culture, Role Perception, Secondary Education, Sex Discrimination, Sex Role, *Sex Stereotypes, Social Studies, Social Values, *United States History, Volunteers, Womens Studies

This secondary textbook analyzes the role of women in the United States from 1620 to the present. Part One, Growing Up a Girl,'' discusses the role of the family, messages from the media, the schools, and decision making. Childhood games, early children's literature, early and modern textbooks, and traditional values are discussed. Part Two, Following Tradition,'' looks at choices between marriage and a single life, the proper sphere'' of the woman, bringing up children, and growing old. Legislation, the birth control movement, Dr. Spock, day care, divorce, and images of aging are discussed. Part Three, Leaving Home,'' examines volunteerism, earning a living, and past and present career choices. Topics include community work in the fifties, the NOW statement on volunteerism, militants, colonial businesswomen, slave women, milltowns and factories, protection for women, Womanpower,'' and Womanagement.'' Questions and suggested activities follow each selection. Activities include analyzing comic strips, teen magazines, and popular songs, role playing family discussions, interviewing, examining newspapers to determine the type of work women do, and writing future'' autobiographies. An index is provided for teachers who prefer to organize their classes on a chronological basis. (KC)

ED 171 640 SO 011 740

Shibles, Warren
Ethics: A Critical Analysis for Children.
Pub Date-78
Note-97p.; For related documents, see SO 011 741-743
Available from-The Language Press, P.O. Box 342, Whitewater, Wisconsin 53190 ($4.95)
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Childhood Attitudes, *Cognitive Processes, Concept Teaching, Educational Objectives, Elementary Secondary Education, *Ethical Instruction, Ethical Values, *Ethics, Inquiry Training, Instructional Materials, *Language, *Philosophy, Problem Solving, Relationship

Part of the Teaching Young People to be Critical Series,'' this book defines and analyzes ethics and ethical terms for children in grade six and older. Intended for individual or group work, the objectives are threefold: reading improvement, reading enjoyment, and student involvement in making the leap from abstractions to practicalities in dealing with some of life's more common enigmas. The use of inquiry and thought is emphasized. Included are questions to think about, exercises to do that clarify words or ideas, discussion topics, and problem-solving exercises. Ethics is defined in the first part, offering pointers in understanding as well as numerous examples of the ways ethical words are used. The middle part lists forbidden or hurtful value terms, and the reasons why they should be avoided. The book explains that an ethical term may mean many different things, according to the context in which it is used. Understanding the ways in which ethical words can be misused helps the child to feel better about himself and the situation. The final parts summarize by emphasizing that ethics is scientific, based upon intelligence and inquiry, and offer suggestions on how to solve ethical questions. Some ethical problems are posed for discussion, suggesting that the student use the scientific problem-solving methods of clarifying terms and desires, and finding methods of achieving those desires. The result is a gain in knowledge of the cause-effect relationship and possible consequences of an action. The last part contains jokes about ethical or value terms. (CK)

ED 171 641 SO 011 741

Shibles, Warren
Emotion: A Critical Analysis for Children.
Pub Date-78
Note-88p.; For related documents, see SO 011 740-743
Available from-The Language Press, P.O. Box 342, Whitewater, Wisconsin 53190 ($4.95)
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Affective Objectives, *Behavior, Behavior Patterns, Changing Attitudes, *Childhood Attitudes, *Cognitive Processes, Concept Teaching, Elementary Secondary Education, *Emotional Development, Inquiry Training, Instructional Materials, *Language, *Philosophy, Problem Solving, Relationship

Part of the "Teaching Young People to be Critical Series," this booklet defines and analyzes emotions and emotional terms for children in light of theories of philosophers Ludwig Wittgenstein and John Dewey. Intended for individual or small group work, the objectives are threefold: reading improvement, reading enjoyment, and student involvement in making the leap from abstractions to practicalities in dealing with some of life's more common enigmas. Emotions are defined as thoughts which cause feelings. An emotion word such as love refers to a feeling (bodily sensation), a thought, a situation, and an action, and can be classified in this way. Stressing the use of reason, the book explains that it is possible to change an emotion by changing a thought and that a person creates and causes his own emotions. Negative emotions such as anger, guilt, and fear, and positive emotions such as humor and love are then discussed. Three principles are suggested for use in clarifying emotions: reducing all abstract terms and ideas to concrete and particular examples; being conscious of every action, thought, and feeling you have; and learning to be objective and rational. In summary, 1) emotions are thoughts which cause feelings, 2) emotions can be changed by changing the thought, 3) emotions are not just feelings, 4) the more clearly we think, the better we can avoid negative emotions and develop positive ones, and 5) emotions are caused by us, not by others or the situation. (CK)

ED 171 642 SO 011 742

Shibles, Warren

Time: A Critical Analysis for Children.

Pub Date-78

Note-83p.; For related documents, see SO 011 740-743

Available from-The Language Press, P.O. Box 342, Whitewater, Wisconsin 53190 ($4.95)

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Affective Objectives, *Childhood Attitudes, Childhood Interests, Cognitive Objectives, Concept Formation, Concept Teaching, Conceptual Schemes, Educational Objectives, Elementary Education, Inquiry Training, *Instructional Materials, *Language, *Philosophy, *Relationship, *Time

One in a series of books intended to help children improve their critical analytical skills, the document examines the concept of time in light of theories of philosophers Ludwig Wittgenstein and John Dewey. The document is presented in three chapters. Chapter one offers a critical analysis of time from the perspective that time is an unknown and strange entity that should be observed from every possible viewpoint. Questions about time are posed and answered. For example, Can you see time?'' Can time be in a hurry?'' Is time a relation of changes?'' and Is there a present time?'' Answers to these and other questions generally involve review of frequently-made statements about time. Chapter two discusses references to time in Lewis Carroll's Alice in Wonderland.'' Entitled Having a Good Time with Time in 'Alice in Wonderland''', the chapter reviews how and why Alice, The Hatter, March Hare, the Queen of Hearts and the book's other main characters read watches, measure long periods of time, waste time, measure the relationship between time and objects, and determine what period of time a while might be. Chapter three offers jokes about time in categories including context deviation humor, contradiction humor, deviation from the familiar, ignorance humor, taking things literally humor, metaphor humor, and substitution humor. (DB)

ED 171 643 SO 011 743

Shibles, Warren
Humor: A Critical Analysis for Young People.
Pub Date-78
Note-174p.; For related documents, see SO 011 740-742
Available from-The Language Press, P.O. Box 342, Whitewater, Wisconsin 53190 ($6.95)
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Affective Objectives, *Childhood Attitudes, *Cognitive Processes, Concept Teaching, Elementary Education, *Humor, Inquiry Training, *Instructional Materials, *Language, *Philosophy, Problem Solving, Relationship

Part of the Teaching Young People to be Critical Series,'' this booklet defines and analyzes humor for children in light of theories of philosophers Ludwig Wittenstein and John Dewey. Intended for individual or small group work, the objectives are threefold: reading improvement, reading enjoyment, and student involvement in making the leap from abstractions to practicalities in dealing with some of life's more common enigmas. Humor is produced by the thought that there is a mistake, but one which is not bad or harmful. This engenders laughter and good feelings. It is largely based on things we cannot understand, such as contradiction, nonsense, illusion, deviation from the usual, among others. The author's intent is to help children learn to analyze their humor, which will aid in analyzing the kinds of mistakes they make. In doing this, the child will realize that much of what he thinks is true is really nonsense. There are many techniques used to create humor, and the author spends the remainder of the book defining and analyzing them. Among those discussed are accident humor, ambiguity humor, behavior, caricature humor, circular humor, conceit humor, connotation humor, contradiction humor, and deviation humor, concluding with a discussion of forbidden, or hurtful, value terms used as humor. (CK)

ED 171 644 SO 011 745

Katz, Michael B.

Paper for Symposium on Values Imposed on Education by History''.

Pub Date-Feb 79

Note-13p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Strategies, Changing Attitudes, *Conflict Resolution, *Democratic Values, *Educational Change, *Educational History, Educational Objectives, *Educational Practice, Educational Problems, Elementary Secondary Education, Higher Education, *Historiography, Intellectual History, School Organization, School Role, Social History

The document examines the past and present functions of educational history. By focussing on the contradictions between the organization of public education and the values upon which it is supposed to rest, critical history can be the most dynamic source of educational change. In the past, history as conceived in history departments differed greatly from the history of education which was primarily written within schools of education. The purpose of educational historians was to provide inspiration to educators-in-training; these historians demonstrated how the public school idea triumphed over its many enemies. Currently, however, the history of education has emerged as a serious, respectable branch of general historical scholarship as historians have grown to understand the role of education in intellectual, social, and cultural history. Present historians argue that the actual results of education have been different from its official goals, and that public education has contributed more to the reproduction than to the alteration of social structure. More specifically, contradictions between the schools and social order include: the contradiction between unequal education and democratic values, the continued production of highly skilled workers in a stagnant job market, and the demand for acceptance of diminished expectations confronted by a crisis of legitimacy. Since the critical version of educational history allows educators to comprehend their own experiences and to understand the reasons for apathy, hostility, and violence, the sources of educational change must be historical and grounded in the analysis of conflict. (Author/KC)

ED 171 645 SO 011 746

Slawski, Carl

Social Actualization: A Theory of Community Living Arrangements and a Practical Utopia.

Pub Date-Sep 78

Note-41p.; Paper presented at Annual Meeting of the American Sociological Association (San Francisco, California, September 4-8, 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Rearing, Children, Child Responsibility, *Collective Settlements, Evaluation Criteria, Extended Family, Family Life, Family Relationship, Females, Futures (of Society), *Group Experience, Group Relations, Human Relations, Interpersonal Competence, *Interpersonal Relationship, Parent Child Relationship, Peer Relationship, Privacy, Religious Cultural Groups, Research Needs, *Self Actualization, Sex Role, Social Responsibility, *Success Factors

Identifiers-Kibbutzim

Characteristics of successful living arrangements in intentional communities are presented by examining kibbutz life. The first section discusses four bases for establishing and maintaining an intentional community: interest, justice, cultural flowering, and love (deep interpersonal and intergroup relationships and religious values). The second section tests 26 hypotheses of successful community living against the kibbutz system. The document concludes that the strongest characteristic of the kibbutz is that after 18 months of age children do not live with parents and siblings as a tightly knit family unit. Positive results are that this arrangement in the kibbutz promotes better family relations, provides a high potential for attaining deep relationships among the children, relieves parents of the burden of being the primary socializing agent, and thus promotes a deeper relationship between parent and child, and eliminates sibling rivalry. Children become independent of their parents, learn to make their own decisions, and are good workers. Also, the close contact among all members promotes a higher degree of productivity. Finally, common ownership of wealth and property eliminates the need for self-aggrandizement. Problems include a lack of privacy, confusion and frustration among women in renouncing their traditional domestic roles, and lack of contact with outside cultures. An outline of critical criteria for evaluating intentional communities is included. (KC)

ED 171 646 SO 011 754

Lowenthal, Abraham F. Fishlow, Albert

Latin America's Emergence: Toward a U.S. Response. Headline Series 243.

Foreign Policy Association, New York, N.Y.

Pub Date-Feb 79

Note-80p.

Available from-Foreign Policy Association Inc., 345 East 46th Street, New York, New York 10017 ($1.40, quantity discounts on 10 or more)

Pub Type- Information Analyses (070) - Collected Works - Serials (022)

Document Not Available from EDRS.

Descriptors-*Change Strategies, *Changing Attitudes, Democracy, *Developing Nations, Economic Change, Economics, Foreign Countries, *Foreign Policy, Global Approach, *International Relations, International Studies, Needs, Peace, *Policy Formation, Political Attitudes, Postsecondary Education, Secondary Education, Social Change, Totalitarianism, World Affairs, World Problems

Identifiers-*Latin America

In order to provide a basis for improving United States policies toward Latin America in the 1980s, the document examines past U.S. policy and relations, evaluates recent U.S. approaches, and offers a reassessment of current U.S. interests in Latin America. The book is divided into five chapters. Chapter I discusses social, economic, and political change in Latin America from the 1950s through the 1970s. Topics include the 1961 Alliance for Progress, the prosperity and integration of Latin America into the world economy, the trend away from democratic institutions, and the rejection of U.S. dominance. Chapter II compares the traditional view of U.S.-Latin America relations in terms of cultivating security and private economic interests with a new concept of U.S. interests. Problems of massive immigration, advanced nuclear research in Latin American countries, growing economic interdependence, and authoritarian regimes are noted. Chapter III examines the policies of Presidents Kennedy, Johnson, Nixon, Ford, and Carter. Chapter IV proposes a restructuring of the entire economic and political order on the basis of consistently applied liberal policies of a free market which serves the interests of weaker as well as stronger countries. Suggestions are offered for applying this approach to trade, finance, foreign investment, technology transfer, foreign investment, migration, and human rights. Methods for implementing free market policies are discussed in Chapter V. Discussion questions conclude the document. (KC)

ED 171 647 SO 011 755

Wake, R. A. And Others

Innovation in Secondary Education in Europe.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date-79

Note-113p.; For a related document, see ED 141 358

Available from-Manhattan Publishing Company, 225 Lafayette Street, New York, New York 10012 ($6.50)

Pub Type- Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Autoinstructional Programs, Cognitive Objectives, *Comparative Education, Concept Formation, Concept Teaching, Educational Finance, *Educational Innovation, Educational Objectives, *Educational Policy, *Educational Practice, Educational Resources, Educational Trends, Enrollment Projections, *Foreign Countries, Interdisciplinary Approach, Learning Theories, Program Evaluation, Secondary Education, Social Change, Student Participation

Identifiers-Europe (West)

The document consists of three articles by European educational experts on recent trends in secondary education within the member nations of Europe's Council for Cultural Co-operation. The first article, Interdisciplinarity in Secondary Education,'' focuses on the tendencies to underestimate the complex managerial side of interdisciplinary work. Topics discussed include the need to differentiate between convenience and conviction in interdisciplinary studies, objectives and management of interdisciplinary courses, establishing links between subjects, and treatment of a concept such as resources as an interdisciplinary topic. The second article, Autonomous Work by Pupils,'' is available as ED 141 358. Developments are discussed and assessed which have encouraged students to participate in charting their own educational experiences. The third article, The Introduction of New Elements of Knowledge into Upper Secondary Education,'' focuses on recent changes in curriculum and teaching methods, including introduction of nonacademic subjects such as ecology and data processing, student participation in course selection, increased efforts to make content relevant to students' concerns, and increased acceptance of students' vernacular as an adequate means of communication. (DB)

ED 171 648 SO 011 756

Boulding, Elise, Comp. And Others
Bibliography on World Conflict and Peace: Second Edition.
American Sociological Association, Washington, D.C.; Consortium on Peace Research, Education, and Development, Boulder, Colo.
Pub Date-79
Note-168p.
Available from-Westview Press, Inc., 5500 Central Avenue, Boulder, Colorado 80301 ($15.00)
Pub Type- Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors-Abstracts, Activism, Bibliographies, *Conflict, Curriculum Development, Disarmament, Economics, Foreign Policy, Futures (of Society), *Global Approach, Higher Education, International Organizations, *International Relations, Mediation Theory, Military Organizations, National Defense, *Peace, Research Projects, Secondary Education, Serials, Social Sciences, Teaching Methods, Treaties, Values, Violence, *War, World Affairs

More than 1,000 entries organized in 26 major categories in the field of conflict and peace studies are presented in this bibliography. Compiled as an aid to teachers, students, researchers, activists, journalists, practitioners, and policy makers, the bibliography lists relevant bibliographies, abstracts, collections, annuals, series, and periodicals published from 1945 through 1978. The emphasis is on global systems; however, the structures and processes of conflict and peace making are covered at all levels from interpersonal to international. Material is drawn from the disciplines of sociology, political science, anthropology, geography, history, psychology, and the humanities. Four sections comprise the bibliography: The Main Listing; Collections, Annuals, and Series; Periodicals; and Bibliographies. The Main Listing, which comprises the major part of the document, includes monographs, compilations, and a few articles from scholarly journals. Entries are arranged by author; subject-category labels appear in the margin, and a subject guide precedes the main listing. Categories include conflict, crises, disarmament, economic relations, international law, international organizations, futures, military, protest, research, terrorism, violence, and warfare. The last three sections list major, more specialized works. These sections cover topics not emphasized in the main listing: foreign policy studies, international economics, military sociology, and case studies of conflicts. (Author/KC)

ED 171 649 SO 011 757

Abbey, David S. Moldofsky, Deborah E.

Evaluation, the Arts and Education.

Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.

Pub Date-78

Note-48p.; Not available from EDRS in hard copy due to small print type of original document

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Aesthetic Education, *Art Education, Dance, Drama, *Educational Assessment, Educational Objectives, Educational Resources, Fine Arts, Literature, Music, Photography, *Program Evaluation, *Resources, Secondary Education, Student Attitudes, Student Evaluation, Student Evaluation of Teacher Performance, Student Participation, Textbook Evaluation

This bibliography presents approximately 300 citations of articles, books, and curriculum materials included in the Educational Resources Information Center (ERIC) system on the topic of evaluating art education. Most of the materials were published between 1969 and 1977. The document is presented in eight sections. Section I cites over 100 works dealing with evaluation theory and models. Section II offers a summary matrix which charts materials about different types of arts and craft programs by type of administration, location of program (school, community, or independent study project), and general discussion. Section III presents approximately 60 citations and a summary matrix dealing with development and measurement of musical and visual art ability. Section IV offers 13 citations relating to performance objectives. Section V focuses on evaluation of music, art, and aesthetics through research. Approximately 40 citations are presented. Section VI presents 10 citations and a matrix of experimental instructional programs. Section VII offers approximately 15 citations dealing with self-evaluation, student evaluation, and teacher evaluation. The final section presents eight citations on using and evaluating educational materials. For each citation, information is presented on title, author, availability, price, and document number within the ERIC system. (DB)

ED 171 650 SO 011 758

Hakken, David

Workers' Education and the Reproduction of Working Class Culture in Sheffield, England.

Pub Date-78

Note-16p.; Paper presented at Annual Meeting of the American Anthropological Association (Los Angeles, California, 1978)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, *Comparative Education, *Continuation Education, Data Analysis, Educational Anthropology, Foreign Countries, Higher Education, Job Enrichment, *Labor Education, *Labor Force, *Labor Unions, Models, Nonformal Education, Secondary Education, Social Background, Social Class, *Staff Improvement, Student Attitudes, Student Participation, Success Factors, Work Environment

Identifiers-England (Sheffield)

A program is described which enables mine workers in Sheffield, England, to participate in a day-release education program once a week for three years. Sponsored by the Universities of Sheffield and Leeds, the program exposes workers to economics, politics, sociology, and labor education while they are receiving full wages. Tutors in the program hold regular university appointments and have backgrounds in industry. Many of them have working class backgrounds and several were students in the day release programs before receiving university diplomas. Courses deal with a wide variety of labor-related topics, including hazards at work, work processes, industrial relations, rights at work, shop steward training, involvement in community affairs, working class television drama, and independent political education. The program also encourages work-related training of high school students and full-time semi-credentialized higher education for working class adults. Workers who have participated in the day release program report that they are more interested in participating in trade unions and working class political and community organization and that they feel better able to promote working class awareness. One measure of success of the program is that there are consistently more than three times as many applicants as places in the program. (DB)

ED 171 651 SO 011 787

Smith, William A.

The Meaning of Conscientizacao: The Goal of Paulo Freire's Pedagogy.

Massachusetts Univ., Amherst. Center for International Education.

Pub Date-76

Note-163p.

Available from-Center for International Education, 285 Hills House South, University of Massachusetts, Amherst, Massachusetts 01003 ($5.00)

Pub Type- Reports - Descriptive (141) - Dissertations/Theses (040) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Developmental Stages, Educational Innovation, Educational Principles, *Educational Responsibility, Educational Theories, Elementary Secondary Education, Ethics, Futures (of Society), *Interpersonal Competence, Interpersonal Relationship, Learning Processes, Moral Development, Nonformal Education, Postsecondary Education, *Self Determination, Social Attitudes, *Social Change, Social Problems

Techniques for applying Brazilian adult educator and political organizer Paulo Freire's theory of ``conscientizacao'' are discussed. Freire's pedagogy is designed to liberate both oppressor and oppressed from the victimization of the oppressive system through ``conscientizacao'' or consciousness raising. The term refers to the developmental processes in which an individual moves from magical to naive to critical social consciousness. The outcome of the process results in society's working together in the creation of new norms, rules, procedures, and policies. The book is comprised of five chapters. Chapter I provides background for Freire's pedagogy and describes the development of a code particularly applicable to nonformal educational programs devised to aid in establishing objectives, training methodologies, evaluating, and determining the relationship between changes in thought and changes in action. The second chapter provides two case studies. An experience with groups of rural Indians in Ecuador emphasizes how magical consciousness (when a group adapts or conforms fatalistically to a system) expresses itself, and an example from ``The Autobiography of Malcolm X'' illustrates movement from naive to critical consciousness. Chapter III details development of the code and compares Freire's concept with that of educational psychologist Lawrence Kohlberg's developmental stages. Chapter IV outlines the process used to develop and validate the code, and chapter V notes limitations of the study, and discusses a series of possible applications and a number of ethical considerations. (Author/KC)

ED 171 652 SO 011 788

Clothier, Grant And Others

New Dimensions in Multicultural Education.

Midwest Educational Training and Research Organization, Kansas City, Mo.
Pub Date-78
Note-63p.
Available from-Midwest Educational Training and Research Organization, 617 West 33rd Street, Kansas City, Missouri 64111 ($3.50 per copy)
Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Study, *Cultural Awareness, Curriculum Development, Democratic Values, *Educational Change, *Educational Objectives, Educational Problems, Elementary Secondary Education, Ethnicity, Higher Education, Models, *Multicultural Education, Teacher Characteristics, *Teacher Education, Teacher Responsibility, Teaching Skills, Teaching Techniques

This booklet discusses and offers solutions for some of the educational problems growing out of the diverse nature of schools in the United States. Chapter I describes the society as a multicultural one in which a wide discrepancy exists between ideals and practices. A multicultural society is made up of many groups with varying degrees of common attitudes and behaviors based on attributes such as race, ethnicity, religion, nationality, language, and income. Chapter II offers a rationale for multicultural education. Objectives of multicultural education are to help students develop more adequate and harmonious outlooks on life and to heighten their capacity to think independently. To function effectively in a multicultural setting, teachers need 1) to understand both their own and their pupils' environment and culture; 2) to be aware of their own and their students' anxieties, insecurities, attitudes, and prejudices; and 3) to possess teaching skills consistent with the purposes of multicultural education. Chapter III describes various curriculum models and teaching strategies, while Chapter IV outlines a conceptual framework for optimum teacher education. The final chapter translates some of the concepts outlined in the previous chapters into practical techniques that can be used by teacher education institutions in preparing teachers for multicultural schools. A junior high resource unit for language arts is included in an appendix. (CK)

ED 171 653 SO 011 789

Willems, Arnold L.

Peopling the High Plains: Wyoming's European Heritage. Curriculum Ideas and Guides for Teachers.

Wyoming Univ., Laramie. Coll. of Education.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.; Wyoming State Archives and Historical Dept., Cheyenne.

Pub Date-77

Note-59p.; Page 38 may not reproduce clearly in paper copy due to small print type

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cultural Awareness, *Cultural Background, Drama, Elementary Secondary Education, *Ethnic Studies, Evaluation Methods, Folk Culture, Home Economics, *Immigrants, Language Arts, Learning Activities, Multicultural Education, Social Studies, *United States History

Identifiers-Elementary Secondary Education Act Title IX

The teacher's guide contains 25 K-12 lessons which illustrate the activities of all ethnic groups in Wyoming. The Basque, British, Eastern European, German-speaking, Greek, and Italian immigrants are highlighted. Titles include ``Costumes by Flannelboard,'' ``National Basque Week,'' ``Dolls from Our Heritage,'' ``Cook-In/Dance In Ethnic Celebration,'' ``Graveyard Genealogy,'' and ``Nutritional Value of Ethnic Foods and Dietary Food Patterns.'' Other topics include immigrant coal miners, folklore, ethnic child rearing practices, the transcontinental railway, and British and African immigrants. Activities include mapping, field trips, producing plays, drawing family trees, tasting ethnic foods, researching community cemeteries, writing ethnic autobiographies, writing folk tales, interviewing, and producing multi-media programs. Arranged in order of difficulty and sophistication, the activities are accompanied by identification of grade level and lists of objectives, materials needed, background information, and evaluation methods. (KC)

SP

ED 171 654 SP 014 120

Duthie, Pamela Rae

Changes in Upper Extremity Range of Motion and Efficiency in Multiple Sclerosis Patients Due to Water Activity.

Pub Date-77

Note-96p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Diseases, Exercise (Physiology), *Hypothesis Testing, *Motor Development, Physical Activities, Physical Handicaps, *Physically Handicapped, *Psychomotor Skills, *Skill Analysis, Statistical Studies, *Swimming

Identifiers-*Multiple Sclerosis, Throwing

To determine the effects of water exercise on the movements of multiple sclerosis patients, this study utilized tests to determine changes in the linear range of motion of the shoulder, elbow, and wrist after a 45-minute period of water activities and to determine if the movement became more effective. The test used was an overhead throw with a 13-inch ball, and involved three subjects two female and one male. The findings showed that, except for the horizontal motion of the shoulder, range of motion, force production, and horizontal ball velocity increased. (DS)

ED 171 655 SP 014 239

Stapleton, James C.
Teacher Brinkmanship and Job Satisfaction.
Pub Date-10 Apr 79
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Factor Analysis, *Job Satisfaction, Maladjustment, Measurement Instruments, *Power Structure, Role Theory, Statistical Studies, *Teacher Administrator Relationship, *Teacher Alienation, *Teacher Attitudes, *Teacher Behavior, Teacher Role
Identifiers-*Teacher Brinkmanship

Since acts of teacher brinkmanship were considered to represent an expression of the teachers' dissatisfaction with the teachers' role, it was conjectured in this study that a relationship should exist between teachers' attitudes toward teacher brinkmanship and the teachers' job satisfaction. Two instruments, the Teacher Job Satisfaction Inventory and the Teacher Brinkmanship Inventory, were administered to 296 teachers and the results were intercorrelated. Analysis of the various factors and scenarios presented in the inventories and the intercorrelation showed that attitudes toward acts of teacher brinkmanship are related to the teachers' job satisfaction derived primarily from the principal. Acts of teacher brinkmanship are not isolated acts related to nothing, and principals might do well to interpret such acts as functional and deal with them accordingly. (DS)

Collier, Arthur J., Jr.
Viewing Florida's Inservice Education Program Retrospectively, Introspectively, and Prospectively.
Pub Date-79
Note-29p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (31st, Chicago, Illinois, February 27-March 2, 1979) ; Best copy available
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Governance, *Inservice Teacher Education, *Interagency Cooperation, Program Design, Staff Improvement, *State Aid, State Departments of Education, State Legislation, *Teacher Centers

The major features of the Florida plan for inservice teacher education are presented. Central to this plan is the organization of educational improvement centers not only for teachers but for all school personnel. The program was mandated by state legislation and receives state funding. This state-wide program is administered at the state level and managed at the local level. Citations of legislative statutes are given with interpretive remarks, and a discussion of the means of funding the centers is provided. The mechanism for implementing the state master plan for inservice education is presented in outline form. Trends and future developments are briefly discussed. (JD)

ED 171 657 SP 014 250

Reardon, Francis J.

Participant Perceptions of the Quality of In-Service Programs.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date-Jan 77

Note-13p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Course Evaluation, Educational Quality, Inservice Courses, *Inservice Programs, *Inservice Teacher Education, *Participant Satisfaction, *Program Effectiveness, *Program Evaluation, *Questionnaires, State Surveys, Statistical Studies

Identifiers-Pennsylvania

A survey was taken to elicit participants' perceptions of the quality of inservice courses in Pennsylvania. The 610 respondents represented a wide variety of school districts and inservice programs and were made up primarily of teachers, although nurses and administrators responded as well. The responses indicated very strongly that inservice courses are of high quality, are presented by people with excellent abilities to communicate knowledge, and are by and large more valuable than traditional graduate courses at colleges and universities. Results showed a high proportion (60 percent) of permanently certified people continuing to pursue educational development through inservice courses. This result suggests that there will continue to be a large demand for inservice courses so long as they continue to meet the needs of the participants. (DS)

ED 171 658 SP 014 254

Glassberg, Sally

Developing Models of Teacher Development.

Pub Date-Mar 79

Note-34p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, Illinois, March 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Change, *Cognitive Development, *Developmental Programs, Developmental Psychology, Developmental Stages, *Faculty Development, Inservice Programs, *Inservice Teacher Education, Instructional Design, *Models, Moral Development, Program Effectiveness, Self Concept, Statistical Studies, Teacher Behavior, Teacher Education, Teacher Workshops

The constructs of cognitive-developmental psychology are applied in this study to the practice of teacher education with the objective of creating a developmental learning environment designed to stimulate personal/professional growth and cognitive structural change on the part of the teacher. The 37 inservice elementary and secondary school teachers and other support personnel involved in the study participated in a summer workshop and fall practicum that were geared toward teacher psychological development in the stages of ego, moral, and conceptual growth. Pretest and posttest measurements were administered, and analysis indicated that the inservice program did facilitate growth in ethical reasoning and conceptual complexity. The inservice experience did not appear however to impact the most general level of ego development. Results suggested as well that it is more difficult to create effective developmental experiences for adults than for children. (DS)

ED 171 659 SP 014 258

Young, James R.

A Discriminant Analysis of a Teaching Model Using Three Levels of Teaching Experience.

Spons Agency-Brigham Young Univ., Provo, Utah. Coll. of Education.
Pub Date-Apr 79
Note-29p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Patterns, Effective Teaching, *Interaction Process Analysis, *Motivation Techniques, Student Behavior, Student Teacher Relationship, *Teacher Behavior, *Teaching Experience, *Teaching Techniques

Using a specific teaching model as the criterion, three groups of elementary school teachers with differing levels of teaching experience were observed with a microcomputer recorder while teaching in their classroom settings. A step-wise discriminant analysis isolated specific motivational and instructional techniques from the model which produced a distinctive pattern of separation between the three groups. A classification analysis correctly identified 63 percent of all the observation cases by their teacher group. An analysis of recurring patterns of teaching, based on this model, also clearly indicated unique motivational and instructional techniques between the three levels of teaching experience. (Author)

ED 171 660 SP 014 266

Straub, William F.

Methodological Problems in the Assessment of Personality from the Psychoanalytic, Behavioral and Cognitive Positions.

Pub Date-Mar 79

Note-19p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (94th, New Orleans, Louisiana, March 15-20, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Athletics, *Behavioral Science Research, *Cognitive Measurement, *Personality Assessment, *Psychological Evaluation, *Research Methodology, Research Problems, Scientific Methodology

The focus of this paper is the identification of selected methodological problems in the assessment of personality from the psychoanalytic, behavioral, and cognitive positions. Each of the above methodologies are reviewed and assessed, and specific strategies are proposed for sport personality research. (DS)

ED 171 661 SP 014 269

Darst, Paul W.

Contingency Management Learning Systems.

Pub Date- 79
Note-7p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Class Management, *Contingency Management, Elementary Education, Gymnastics, Models, *Physical Education, Student Behavior, *Student Motivation, *Systems Development, *Teaching Methods
Identifiers-Skin Diving

Contingency management is a system focused on managing the motivation of students, and can be developed and utilized in any type of physical education environment from elementary to college levels. An analysis of two existing contingency management learning systems (one for a fifth-grade gymnastics unit and the other for a seventh- and eigth-grade skin diving class) shows that in almost all cases students admit they enjoy being involved in the model and teachers seem to be highly motivated as well. (DS)

ED 171 662 SP 014 271

Cates, Carolyn S., Ed.

Report and Commentary on the Conference on Research on Educational Dissemination and Utilization.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date-1 Feb 79

Grant-NIE-G-78-0203

Note-206p.; Conference held on October 4-6, 1978, Austin, Texas ; Some pages may not reproduce clearly due to print quality

Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Diffusion, Educational Development, *Educational Innovation, *Information Dissemination, *Information Networks, Information Utilization, Research and Development Centers, Research Needs, *Research Projects, *Research Utilization, *Systems Development

An overview is presented of the background and proceedings of a conference planned to share information on dissemination and utilization research conducted by National Institute of Education sponsored projects in educational laboratories and R&D centers in order to form a community among those who share similar research objectives and problems. Included in the report are papers prepared by participating projects and commentaries by conference consultants. The papers describe the background, research approach, problems, and issues of each project. The individual papers focus on topics such as urban education programs and research planning, teachers centers exchange, school-based interactive research, school improvement processes, bilingual education, and individualized schooling. A listing of projects and labs/centers is also provided. (DS)

ED 171 663 SP 014 273

Sutherland, Mary S.

Performance Contracting in Health Education.

Pub Date- 79

Note-8p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Ability, *Behavioral Objectives, Elementary Secondary Education, Evaluation Criteria, *Grading, *Health Education, Individualized Instruction, *Performance Contracts, *Performance Criteria

Performance contracting offers advantages over traditional grading in that it provides for individualization of instruction, provides for measureable goals and objectives, and allows for individual growth rates. Two methods of performance contracting are possible; the first type calls for the student to determine what grade they desire for the course, and the second involves writing completely different behavioral objectives and designing separate evaluation criteria for the grades A,'' B,'' and C'' in a particular course. With both methods, the students possess specific products of their learning accomplishments. (DS)

ED 171 664 SP 014 277

Vaughan, Joseph C.

The Interactive Effects of Context, Teaching and Teacher Education: A Conceptualization of Issues for Investigation.

Pub Date-10 Apr 79

Note-27p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, *Educational Research, Educational Researchers, Effective Teaching, *Evaluation Criteria, Inservice Teacher Education, Preservice Education, *Research Methodology, *Staff Improvement, *Teacher Education, *Teaching Skills

A discussion is presented on the topic of applying educational research to investigation of the effectiveness of teacher education programs as they develop students' teaching skills within the context of their experiences in the world beyond immediate classroom practice. It is suggested that such research focus upon two phenomena teachers who continue to learn, develop, change, or maintain effective practices, and teacher education designed to develop teachers' skills, knowledge, attitudes, or behaviors. Previous research results in this area are analyzed briefly. Two kinds of research are considered as effective evaluation tools for exploring this subject: improvement research that focuses primarily on teacher education programs; and descriptive research that investigates the impact of the change process on the teacher when an innovation is being introduced. Several case studies are provided as examples of the use of these two kinds of research, and their effectiveness is considered. (JD)

ED 171 665 SP 014 278

Pajak, Edward Blumberg, Arthur

Teachers' Attachment to Work.

Pub Date-Apr 79

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Job Satisfaction, Need Gratification, *Occupational Aspiration, Occupational Choice, *Teacher Attitudes, Teacher Persistence, *Vocational Adjustment, *Work Attitudes

Identifiers-*Central Life Interests

The results of a study measuring the Central Life Interests (CLI) of public school teachers are presented. Elementary and secondary teachers responded to a questionnaire rating their attitudes as being job oriented, nonjob oriented, or as having no preference. Four subscales measured the attachment felt toward the informal social relations among teachers, general affective experiences, attitudes toward formal organization in the schools, and the technical aspects of their jobs. The CLI configuration of the teachers in this sample was found to differ from other occupational groups. The majority were found to be not job oriented in their overall central life interest orientations. (JD)

ED 171 666 SP 014 279

Kreutzkampf, June E.

Teachers' Conceptual Systems as a Predictor of Beliefs About the Teaching Process.

Pub Date-Apr 79
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beliefs, *Cognitive Processes, Concept Formation, Effective Teaching, *Personal Values, *Psychological Studies, *Teacher Attitudes, Teacher Education, Teacher Motivation, *Teaching Quality, Teaching Skills

It was hypothesized that teachers who are at an advanced level of conceptual development would emphasize long-range consequences of teaching and be more relative in beliefs about teaching. Fifty-six graduate student teachers were asked to complete two instruments measuring motivational and structural dimensions of conceptual development. They were also asked to complete a questionnaire measuring beliefs about teaching. The hypotheses were generally supported using the instrument measuring structural dimensions but not when using the instrument measuring motivational dimensions. It can be tentatively seen that efforts toward increasing teachers' abstractness may also increase their relativity of beliefs and emphasis on long-range consequences of teaching. Implications for teacher education are discussed. A sample of the questionnaire on beliefs about the teaching process is appended to this report. (Author/JD)

ED 171 667 SP 014 280

Achilles, C. M. Crump, H. B.

Comparisons of Teacher Verbal/Nonverbal Communications to Various Pupil Groups.

Pub Date-Apr 79

Note-14p.; Paper presented at the 1979 Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Patterns, Classroom Communication, Communication (Thought Transfer), *Comparative Analysis, *Nonverbal Communication, Racial Differences, Statistical Studies, *Student Teacher Relationship, *Teacher Behavior, *Verbal Communication, Videotape Recordings

The six studies reported on here sought to determine if patterns of behaviors could be determined in the verbal and nonverbal communications of teachers toward pupils, and if there were differences in these patterns when such variables as sex, race, ability, age, and socioeconomic status were considered. Videotapes of over 100,000 teacher/pupil interactions were analyzed using the Galloway-French IDER system for simultaneously categorizing verbal and nonverbal behaviors. Findings showed there were wide differences in teacher and pupil interactions and that these differences seem to relate to identifiable demographic and personal variables. In addition, results showed major differences in black and white nonverbal communication cues and indicated that the average student is discriminated against in the regular classroom setting. (DS)

ED 171 688 SP 014 281

Feldman, Robert S. Lobato-Barrera, Debra

Attitudes, Cognition, and Nonverbal Communicative Behavior.

Pub Date-Apr 79

Note-17p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Communication, Cognitive Ability, *Educational Experiments, *Expectation, *Nonverbal Communication, *Student Attitudes, *Student Teacher Relationship, Teacher Attitudes, *Teacher Behavior

In the first of two experiments, positive and negative expectations about a teacher were induced in a student who was about to be taught by that teacher, and both verbal and nonverbal measurements were taken. Results showed that subjects responded quite directly to the experimental manipulation. In the second experiment, a student simulated some of the behavioral manifestations of positive or negative expectancies suggested by the results of the first experiment and observed the effects upon the teacher. The results here showed that the rated adequacy of performance of the subjects differed significantly according to the nonverbal behavior of their student. Previous research has shown that cognitive level and nonverbal behavior are related as well. (DS)

ED 171 669 SP 014 282

Natriello, Gary Dornbusch, Sanford M.

An Experimental Study of the Effects of Student Status and Performance Characteristics on Teacher Standards and Warmth.

Pub Date-Apr 79

Note-45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Behavior Theories, *Bias, Ethnic Status, *Expectation, *Interaction Process Analysis, Psychological Studies, Sex Discrimination, Social Background, *Student Characteristics, Student Teacher Relationship, *Teacher Attitudes, Teacher Behavior

A report is made on studies designed to experimentally assess the effects of student ethnicity, sex, achievement record, and behavior record on teacher presentations of standards and teacher warmth. Teachers reported on how they would respond to hypothetical classroom problems presented by students selected at random from their roll books. Responses scored for standards and warmth revealed several complex patterns of behavior based on differences in student characteristics. (Authors/ JD)

Bergman, Wayne Quirk, William
The Adaptation and Adoption of Research and Development Products for Institutionalization of Change.
Pub Date-28 Feb 79
Note-26p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Change Strategies, *College High School Cooperation, College Programs, *Curriculum Development, Delivery Systems, *Inservice Teacher Education, *Masters Degrees, *Outreach Programs, *Program Design, Research Utilization, Staff Improvement, Teacher Education Curriculum
Identifiers-Emporia State University, *Field Based Programs

The field-based masters degree program at Emporia State University was designed to meet the needs of fully employed teachers and supervisors. The curriculum materials and delivery system sought to address the following research-based needs: (1) create an ongoing organizational policy making structure; (2) develop a method of shared decision making at an individualized teacher level; (3) relate the majority of the inservice program to the university graduate credit system; (4) extend preexisting university graduate degree programs into a field-based mode for curriculum development; and (5) engage all participants in an ongoing cyclic process of learning-innovating-implementing-evaluating. Research and development products were adapted and packaged for the inservice instruction as substitutes for the requirements of the regular degree program. Courses focused on needs assessment, developing instructional plans, supervision of instruction, and interpersonal communication. The delivery system was supported by both the university and the local education agency, and a Teacher Corps group helped in bringing about the needed institutional change. (DS)

Managing Unusual Classroom Problems (3 Modules). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 77
Contract-400-76-0091
Note-8p.; May be marginally legible due to light print
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Class Management, *Classroom Techniques, Discipline Problems, Elementary Secondary Education, Emotional Problems, *Inservice Teacher Education, Learning Disabilities, *Learning Modules, *Skill Development, Teaching Skills, Validated Programs

The teacher inservice learning module described here focuses on skill building for management of unusual classroom problems such as learning disabilities, discipline, and emotional and physical problems of students. Information is provided on the purposes and content of the modules as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 171 672 SP 014 295

Bell, Paul E.

Adaptation of Nutrition Educator Determined Objectives for Learner Developmental Levels.

Pub Date-Apr 79

Note-13p.; Paper presented at the American Educational Research Association Annual Meeting, (San Francisco, California, April 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavioral Objectives, *Curriculum Development, Elementary Secondary Education, *Health Education, *Instructional Programs, Models, Nutrition, *Nutrition Instruction, Program Design

The development of curriculum in the area of nutrition is focused on with emphasis on developing norm-forming communication. Emphases by grade level from preschool to senior high are presented, and nine basic characteristics of a curriculum are outlined: (1) the curriculum should be longitudinal; (2) the curriculum should set basic nutritionally sound standards for decision making; (3) the curriculum should be deliverable through various subject area disciplines; (4) the curriculum should be comprised of exemplary instructional segments; (5) flexibility in presentation modes, learning activities, and cultural identity should be stressed; (6) material should encourage teachers to spin off; (7) the materials should include nutrition instruction for teachers that exceeds that presented to the students; (8) the materials should be addressed to the teacher rather than to serve as a student textbook; and (9) teacher preparation requirements should be as undemanding as possible. (DS)

ED 171 673 SP 014 296

Leggette, Earl C. And Others

Released Time for In-Service Teachers? Try Volunteers (University Professors).

Pub Date-Feb 79

Note-58p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, Illinois, February 28, 1979)

Pub Type- Reports - Research (143) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*College Faculty, College High School Cooperation, *Inservice Teacher Education, *Junior High Schools, Program Administration, Program Development, Program Evaluation, *Released Time, *Substitute Teachers, Teacher Recruitment, *Volunteers, Volunteer Training

This paper reports the result of a three-year research project that implemented the idea of university professors as volunteers to provide released time for public school inservice teachers. It reviews the conception of the idea and gives a detailed account of an actual experiment involving a group of professors and a local high school. The experiment focused on activities related to the objectives of recruitment, training, management, and evaluation. Evaluations of volunteer programs by selected university professors are also included. (DS)

ED 171 874 SP 014 297

Pickering, Dennis A.

Developing Curriculum Leadership Within Our Schools.

Pub Date-79

Note-14p.; Summary of the multimedia presentation given at the Annual Convention of the American Association of School Administrators (111th, New Orleans, Louisiana, February 14-17, 1979) and at the Annual Conference of the Association for Supervision and Curriculum Development (34th, Detroit, Michigan, March 3-7, 1979)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Education, *College School Cooperation, *Cooperative Programs, *Curriculum Development, Informal Leadership, *Inservice Education, *Leadership Training, Models, Program Design, *School Personnel, Skill Development, Staff Improvement

Identifiers-Pittsburgh State University KA

A description is provided of the Field-Based Curriculum Leadership Training Program at Pittsburgh State University. The purpose of the program is to help establish a new type of working relationship between the university and local schools in the area of curriculum development. Three program phases are outlined. The first consists of a series of administrative training sessions that focus on sharpening the curriculum leadership. The second phase consists of a series of training sessions for the informal leadership of the district. The third the implementation stage involves both previous training groups in guiding other staff members in solving local curriculum problems. The program focuses on developing curriculum development skills, group process skills, informal power, communication skills, and the processes involved in the adoption of new ideas, as well as time management. (DS)

ED 171 675 SP 014 298

Abram, Marie J. And Others
Research Activities Within the Professional Development Center Network.

Pub Date-79
Note-17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, Illinois, February 27-March 2, 1979) ; Best copy available
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College High School Cooperation, Educational Improvement, *Educational Research, *Inservice Teacher Education, Interinstitutional Cooperation, Program Evaluation, *Research Design, State Aid, *Teacher Workshops

A cooperative program to improve education in the public schools involving the combined resources of the state department of education, a state university, and the local school districts is described. This Professional Development Center Network (PDC) conducts research to produce decision-making information to upgrade inservice programs in the schools in conjunction with individual school districts. The goal of this project is to facilitate the increased use of research within the local public schools and to strengthen the bonding between the local school districts and the local state-supported university. Emphasis is placed upon helping the individual public schools to assess their needs and to conduct their own research projects. A PDC team cooperates with each local school district in identifying research areas and designing the project. The PDC team is also responsible for computerizing, analyzing, interpreting, and reporting data provided by the school. Sample projects conducted by this cooperative program are briefly outlined. Evaluation instruments used by the schools to obtain needs data are appended. (JD)

ED 171 678 SP 014 302

Elementary School Physical Education (Revision of 1971 Edition).
British Columbia Dept. of Education, Victoria.
Pub Date-75
Note-80p.; For related document, see SP 014 303
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adapted Physical Education, Athletic Equipment, *Curriculum Development, *Elementary Education, Individualized Instruction, Motor Development, Movement Education, *Physical Education, Physical Education Facilities, *Program Planning, Student Evaluation

The purpose of this guide is to provide school personnel with a format for curriculum design in elementary school physical education. The organization and administration of such a program are discussed in the first of three major sections. The second section covers characteristics and needs of children of differing abilities and how to plan a physical education program that will meet these needs. Methods of evaluating results are also outlined. In the final section activities and games suitable to different age and ability groups are described. Annotated bibliographies conclude each section. (JD)

ED 171 677 SP 014 303

Resource Supplement for the Elementary School Physical Education Guide.
British Columbia Dept. of Education, Victoria.
Pub Date-71
Note-113p.; For related document, see SP 014 302
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Dance, *Elementary Education, Games, Gymnastics, *Lesson Plans, Perceptual Motor Learning, Physical Activities, *Physical Education, Teamwork

This publication supplements the Elementary Physical Activities; Teamwork produced by the British Columbia Department of Education. It includes additional lesson plans in games, dance, and gymnastics as well as resource information about other areas of program development. Lesson plans are grouped into primary and intermediate sections. Examples of both structured and creative activities are provided. (JD)

ED 171 678 SP 014 304

Coakley, Jay J.

Play, Games and Sport: Developmental Implications for Young People.

Pub Date-Mar 79

Note-25p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, March 15-20, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Athletics, *Childhood Attitudes, *Childrens Games, Individual Development, Interpersonal Relationship, Motivation, Participant Involvement, *Participant Satisfaction, *Physical Activities, Play, *Social Behavior, Socialization

A brief review is presented of the structural differences between play, games, and sport activities and the subjective experiences of young participants. Three contexts were examined spontaneous play, informal games, and organized team sports. Findings suggested that patterns of experiences varied according to the context in which they occurred. The motives for participation, the dynamics of the activities, the meanings assigned to experiences, and the implications of the subjective experiences were different for each of the settings. The experience in spontaneous play and informal games emphasized interpersonal skills, creativity, cooperation, negotiation, and compromise. Organized sports, on the other hand, emphasized a knowledge and dependence on strict rules and the acceptance of the decisions of others in positions of legitimate authority. The implications for social development in each of these kinds of activity are discussed. (JD)

ED 171 679 SP 014 307

Mangusso, David J.
Vocations of Former Student Teachers.
Pub Date-Feb 79
Note-6p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Graduates, Followup Studies, *Geographic Distribution, Graduate Surveys, *Occupational Choice, *Student Teachers, *Teacher Employment, *Vocational Followup
Identifiers-*University of Alaska

Of the 345 students who did their student teaching at the University of Alaska from 1972 to 1977, 60 percent accepted full-time teaching positions while 24 percent did not enter the teaching ranks. No information could be collected for the remaining 16 percent. Of the former students 77 percent have taken up residence in Alaska. (DS)

ED 171 680 SP 014 310

Greenbaum, Leonard A.

Staff Development: A Carrot or a Stick?

Pub Date-1 Mar 79

Note-8p.; Paper presented at the annual meeting of the American Association of Colleges for Teacher Education (Chicago, Illinois, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Elementary Secondary Education, Incentive Systems, Inservice Programs, Inservice Teacher Education, Needs Assessment, *Professional Continuing Education, Program Planning, *School Districts, *School Personnel, *Staff Improvement, Teacher Centers, Teacher Evaluation

Identifiers-Dade County Florida Public Schools

A description of the staff development program in the Dade County (Florida) Public School District is presented. The remarks focus on many elements of the program including needs assessment for staff training, the use of television in various capacities, supplementing the expense of continuing education for teachers and administrators, incentive systems, preservice education and student teachers, teacher centers, school based management for administrators, helping personnel cope with stress, and teacher evaluation. The program involves expenditures of approximately $12,000,000. (DS)

ED 171 681 SP 014 311

Gabrys, Robert E.

An Analysis of the Influence of a Training Intervention for Business-Like Behavior on the Business-Like Behavior and Level of Warmth of Preservice Elementary Teachers.

Pub Date-Apr 79

Note-38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, Califoria, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Behavior Patterns, Effective Teaching, Elementary School Teachers, *Response Mode, *Student Teacher Relationship, Teacher Attitudes, *Teacher Behavior, *Teacher Characteristics, Teacher Education, *Teacher Response

This study was designed to see if preservice elementary teachers having undergone a training intervention on business-like behavior can significantly increase their observable level of business-like behavior and maintain the level of increase ten weeks after training. The observed level of warmth was also monitored in relationship to the training intervention. The training intervention included classroom instruction, identification, and observation of business-like descriptors in classroom settings, role playing, peer teaching, and microteaching. Significant results were obtained relative to the intervention, and nonsignificant correlations found between business-like behavior and warmth. (Author/JD)

ED 171 682 SP 014 314

Beslin, Ralph, Comp.
Mastery Learning. Bibliographies in Education No. 69.
Canadian Teachers' Federation, Ottawa (Ontario).
Pub Date-Apr 79
Note-33p.
Pub Type--Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Behavioral Objectives, Curriculum Design, *Mastery Learning, *Mastery Tests, Minimum Competency Testing, *Performance Based Education

Books, articles, and theses are included in this annotated bibliography on mastery learning. Approximately 100 citations are included covering the period from 1969 to 1979. (DS)

ED 171 683 SP 014 317

Ciampa, Bartholomew J.

Clever Hans, Non-Verbal Literacy, and the Improvement of Instruction.

Pub Date-Jul 78
Note-12p.; Paper presented at the Fourth International Conference on Improving University Teaching (4th, Aachen, Federal Republic of Germany, July 26,-29, 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Responsibility, *Affective Behavior, Behavioral Objectives, Behavior Patterns, Body Language, *College Administration, Communication Skills, Instructional Improvement, *Interpersonal Competence, *Leadership Qualities, Listening Skills, *Nonverbal Communication

Skillful interpretation of nonverbal communication on the part of college administrators is pointed out as an important factor in the success or failure of educational enterprises. A method is presented of using such instruments as the Occupational Climate Description Questionnaire and the Leadership Behavior Description Questionnaire in assessing and improving the sensitivity of administrators to the impact of their personal behavior systems upon curricular quality. It is emphasized that the task of the administrator is to arrange the organizational conditions and methods of operation so that faculty members can best achieve their own goals by also furthering the jointly defined goals of the university. (JD)

ED 171 684 SP 014 318

MacKay, A.

An Exploration of the Relationship Between Teacher Thought Processes and Behavior.

Pub Date-Apr 79
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affective Behavior, Class Management, *Interaction Process Analysis, Overt Response, *Reactive Behavior, Response Mode, *Student Teacher Relationship, *Teacher Behavior, Teacher Response, *Thought Processes

This study examines the relationship between covert decisions by teachers and classroom behavior. The decisions of 12 classroom teachers were analyzed through stimulated recall and content analysis techniques. Results indicate that there is a clear and powerful relationship between thought and action. A majority of covert decisions led to immediate action in the classroom. Hypotheses for future research were generated. (Author/JD)

Questioning that Turns Students On Rather Than Off. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Effective Teaching, Elementary Secondary Education, *Inservice Teacher Education, *Programed Materials, *Questioning Techniques, Reinforcement, *Skill Development, *Teaching Methods, *Teaching Skills, Validated Programs

The programed materials for inservice teacher education described in this document are designed to make the teacher think about questioning techniques and learn some of the principles of good questioning procedures. The program is designed as a home study course. This descriptive report provides further information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

Critical Moments in Teaching (Series of 15 Films). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Classroom Environment, *Educational Problems, Elementary Secondary Education, *Inservice Teacher Education, Instructional Films, *Instructional Materials, Role Playing, *Student Motivation, Teacher Improvement, Testing, Validated Programs

The instructional materials for inservice teacher education that are described here focus on demonstrating classroom problems in motivation, achievement, and testing. Emphasis is placed on understanding through discussion, problem-solving, and role-playing. This descriptive report provides additional information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 171 687 SP 014 324

Confrontation (A Human Relations Training Unit and Simulation Game for Teacher and Administrators in a Multi-Ethnic Elementary and High School). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Oct 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Education, *Culture Conflict, Elementary Secondary Education, *Human Relations, *Inservice Teacher Education, *Instructional Films, Instructional Materials, *Multicultural Education, Race Relations, Validated Programs

The inservice teacher and administrator education program described here is intended to make teachers aware of the problems they may encounter in a multicultural, multiethnic school setting. The inservice topic is human relations, with the subject of black/white confrontation the main focus. This descriptive report provides additional information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 171 688 SP 014 325

Individualized Educational Program (A Multimedia Inservice Training Program). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Handicapped Children, *Individualized Instruction, *Individualized Programs, Inservice Teacher Education, *Instructional Materials, Mainstreaming, Parent Teacher Cooperation, Special Education, *Validated Programs

The learning module described focuses specifically on the development of the Individualized Education Plan (IEP) for the handicapped child and is for the use of parents and teachers working together. The scope and sequencing of topics is outlined, and the activities and resources involved in the use of the module are described. A critique of the module and ordering information for resource materials are included. (JD)

ED 171 689 SP 014 326

Instructional Planning (Performance Based Teacher Education PBTE Series: Category B). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Planning, Individualized Instruction, Inservice Teacher Education, *Instructional Materials, Learning Modules, *Performance Based Teacher Education, *Validated Programs, *Vocational Education Teachers

The learning modules described are for the use of secondary and postsecondary vocational teachers in all occupational areas. The modules are designed to develop specific competencies. The scope and sequencing of topics is outlined, and the activities and resources involved in the use of the modules are described. A critique of the program and ordering information for resource materials are included. (JD)

ED 171 690 SP 014 327

Instructional Execution (Performance-Based Teacher Education PBTE Series: Category C). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Field Trips, *Inservice Teacher Education, *Instructional Materials, *Performance Based Teacher Education, Team Teaching, Validated Programs, *Vocational Education Teachers

An inservice teacher education course focusing on specific competencies for vocational teachers is described. Information is provided on course purposes, content, and activities and resources involved in use of the module. Ordering information and a critique of the module are included. (JD)

ED 171 691 SP 014 328

Instructional Evaluation (Performance-Based Teacher Education PBTE Series: Category D). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Grading, Inservice Teacher Education, *Instructional Materials, *Learning Modules, *Performance Based Teacher Education, Student Evaluation, Validated Programs, *Vocational Education Teachers

The six learning modules described focus on specific competencies of vocational teachers. They are performance based, and involve participants in activities designed to integrate the theory of successful vocational teaching with its practice. Information is provided on course purposes and content and activities and resources involved in use of the modules. A critique and ordering information are included. (JD)

Professional Role and Development (Performance Based Teacher Education - PBTE Series: Category I). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Higher Education, *Inservice Teacher Education, *Learning Modules, *Performance Based Teacher Education, Secondary Education, Skill Development, Teacher Improvement, Teaching Skills, Validated Programs, *Vocational Education Teachers

The teacher inservice learning module described here focuses on developing skills and competencies for vocational teachers. The modules provide learning experiences that integrate theory and application. Each module culminates with criterion-referenced assessment of the teacher's performance of the specific competency. Information is provided on the purposes and content of the modules as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 171 693 SP 014 330

Authoring Individualized Learning Modules: A Teacher Training Manual. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-76

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Computer Assisted Instruction, Elementary Secondary Education, *Individualized Instruction, *Inservice Teacher Education, *Instructional Materials, *Learning Modules, Manuals, *Material Development, Skill Development, Validated Programs

The teacher inservice training manual described here focuses on teacher training in sequential development of individualized learning modules for computer-assisted instruction. The intent of the manual is to help the teacher recognize, design, develop, and assess individualized learning materials. This descriptive report provides information on the purposes and content of the manual as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 171 694 SP 014 331

Fostering Creativity (Module 3 in Cluster VII Special Skills'' Teacher Education Module). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Creative Activities, *Creative Development, Individualized Instruction, *Inservice Teacher Education, *Instructional Materials, *Learning Modules, Validated Programs

The described learning module is for the use of teachers who develop creative tendencies in students. Content areas include exploration, classroom learning environment, individual instruction, student responsibility, and independent study. Information is provided on the scope and sequencing of topics, activities, and resources involved in use of the module. Ordering information and a critique of the module are included. (JD)

ED 171 695 SP 014 333

Steinacher, Richard C.

The Austin Teacher Program and Buck Rogers, Jr.: Preparing Teachers for the Twenty-First Century.

Pub Date-Jan 79

Note-49p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Change Strategies, *Curriculum Design, Field Experience Programs, Flexible Scheduling, Graduate Study, *Graduation Requirements, Individual Study, *Masters Degrees, *Performance Based Teacher Education, *Teacher Education, Teacher Role

A description is given of a five-year teacher education program that terminates with a Master of Arts degree and includes four undergraduate teaching laboratory experiences preparatory to the fifth, or professional, year. The program is competency based, and the emphasis is on a strong liberal arts undergraduate program, individually planned curriculum, and continual field-based teacher experiences. Included in this presentation is a summary of a seminar held at the 1979 national convention of the Association of Teacher Educators. Appended to this summary is a descriptive brochure of the program, its goals, and curriculum. (JD)

ED 171 696 SP 014 336

Leithwood, K. A. And Others

Helping Schools Change: Strategies Derived from Field Experience. Occasional Papers/20.

Ontario Inst. for Studies in Education, Toronto.
Pub Date-79
Note-74p.
Available from-Ontario Institute for Studies in Education 1979, 252 Bloor Street West, Toronto, Ontario M5S 1V6
Pub Type- Reports - Descriptive (141) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Change Agents, *Change Strategies, Curriculum Development, Educational Change, Educational Innovation, *Field Studies, Improvement Programs, *Public Schools, *School Improvement

This monograph speaks to the general problem of helping schools improve their effectiveness and specifically is concerned with the nature of strategies most appropriate for use by university-based research and development personnel. The purpose is to identify and describe some of the more important features of effective, clinically oriented approaches to school change. Twelve projects developed for the Ontario public school system are studied to identify common properties. The monograph focuses on the following: the case studies and their descriptions; characterizing effective school change strategies through both analysis of case studies and interviews with change agents; and explaining the results and developing further guidelines for helping schools change. A summary and references are provided. (DS)

ED 171 697 SP 014 338

Newman, Katherine K.

Middle-Aged Experienced Teachers' Perceptions of Their Career Development.

Pub Date-Apr 79
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Development, *Changing Attitudes, Expectation, *Job Satisfaction, *Middle Aged, Occupational Mobility, Student Teacher Relationship, *Teacher Attitudes, Teaching Experience, *Vocational Adjustment, Vocational Maturity, Work Attitudes, Work Experience, Work Life Expectancy

Ten teachers who had experienced two and three decades of classroom teaching were interviewed to determine what stages their careers had passed through and how their attitudes had changed over the years. The teaching careers of these individuals were characterized by early job mobility, high satisfaction in the first decade followed by restlessness and a feeling of crisis as retirement approached. Their personal attitudes toward discipline gradually changed. They altered their teaching methods over the years and became more flexible in dealing with students. As they matured they achieved a more positive rapport with students and a more relaxed confidence. (JD)

ED 171 698 SP 014 339

Flora, V. Randall

An Exploratory Study of Teacher Development in a Confident Relationship.

Pub Date-9 Apr 79
Note-44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Affiliation Need, Helping Relationship, Interaction Process Analysis, *Interpersonal Relationship, *Peer Relationship, Perception, Personal Adjustment, *Psychological Needs, *Teacher Improvement

This exploratory field study involved ten weeks of intensive observations and interviews with four inner city teachers. The initial focus was on exploring heuristic and practical advantages that could ensue when teachers have professional confidants'' (other professionals with whom to frankly discuss personal experiences and concerns of teaching). Data analysis consisted of a thorough inductive analysis of field notes, interview transcripts, and the investigator's personal journal. The results included tentative conclusions on the feasibility and possible implications of a confidant approach to teacher development, including unexpected findings relative to the practice of staff development and the preparation of staff development personnel. (Author)

ED 171 699 SP 014 341

McKnight, Philip C.

Development of the Technical Skills of Teaching: 1968-1978 and Beyond.

Pub Date-79
Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) Historical Materials (060) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Communication Skills, *Effective Teaching, *Microteaching, Questioning Techniques, *Research Needs, Skill Development, Student Participation, Teacher Behavior, Teacher Education, *Teacher Improvement, Teacher Response, *Teaching Skills, *Teaching Techniques

Microteaching and the technical skills approach to teacher training began at Stanford University in 1963 as part of a preservice training program. The main skills that emerged from the program and were focused on from 1963-68 were response repertoire, creating student involvement, questioning skills, increasing student participation, and presentation skills. The second phase of the development of the technical skills approach can be characterized as a reexamination of the basic approach to the technical skills, along with the development of several new skills closely related to the examination idea. In the future, work must continue on development of an appropriate research paradigm. (DS)

ED 171 700 SP 014 347

Locke, Lawrence F.

Teaching and Learning Processes in Physical Activity: The Central Problem of Sport Pedagogy.

Pub Date-Jul 79
Note-20p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement, Effective Teaching, *Learning Processes, *Methods Research, *Physical Activities, Physical Education, Research Methodology, Teacher Attitudes, *Teacher Behavior, *Teaching Methods

The use of an established research method, Research on Teacher Effectiveness (RTE), is considered as it may be applied to examine successful teaching methods in physical activities and sports. The basic process of RTE is observing teachers at work with students in the classroom or gymnasium. Research on the relationship between teaching behaviors and methods and student achievement in physical activities has, in the past, been limited. Conclusions on teacher effectiveness reached by the RTE process are discussed as they apply to academic achievement, and projection is made on their validity when considered in the area of physical achievement. (JD)

ED 171 701 SP 014 349

Devaney, Kathleen, Ed.
Building a Teachers' Center.
Far West Lab. for Educational Research and Development, San Francisco, Calif. Teachers' Centers Exchange.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Note-285p.; Photographs may not reproduce clearly
Available from-Teachers College Press, 1234 Amsterdam Avenue, New York, New York 10027 ($8.95)
Pub Type- Books (010) - Collected Works - General (020) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Facility Requirements, Inservice Teacher Education, Interinstitutional Cooperation, *Needs Assessment, *Program Administration, *Program Design, Program Evaluation, *Program Planning, *Staff Improvement, *Teacher Centers, Teacher Workshops

As a collection of articles this book is intended for use as a guide for planning and building teacher centers. The beginning articles tell how a combination of convictions, experience, high energy, and happenstance formed the first American teacher centers. The next several articles focus on practical matters such as staffing, needs assessment, evaluation, programming, space, funding, and others. The final three articles focus on centers' relationships with school districts and with parents and community. (DS)

Peryon, Charleen D.

Management of One's Own Behavior for Controlling Weight.

Pub Date-2 May 79
Note-16p.; Paper presented for Weight Control Program (Seventh Day Adventist Clinic, Guam)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change, *Body Weight, *Habit Formation, Health, Self Esteem

Techniques for modifying behavior with the aim of losing and controlling weight are discussed. A worksheet identifying weight control behaviors is included. (JD)

ED 171 703 SP 014 351

Grosshans, Onie R.
Biographical Research in Health Education.
Pub Date- 76
Note-11p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Biographies, *Creative Writing, Educational Research, *Health Education, History, *Research Criteria, *Research Methodology, Teacher Education

To contribute to an overall perception of their field, it is suggested that students preparing to become health educators undertake the task of writing a biography of a prominent health educator. It is pointed out that biographical research can present to the student a realistic and objective account of the life and thoughts of an individual who has been successful in the profession they aspire to. A method of selecting a suitable subject of such a biography is described. The criteria and methodology for biographical research are discussed, and possible problems are considered. (JD)

Rotella, Robert J. Bunker, Linda K.

Research and Future Directions for the Study of Motor Skill Acquisition and Performance in Aging Populations.

Pub Date-79

Note-13p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Athletics, Locus of Control, Motivation, *Older Adults, *Psychomotor Skills, Reaction Time, *Research Design, Research Methodology, *Skill Development, Statistical Studies, *Task Performance, *Tennis

A critical look at two typical research designs is presented, the first study being an investigation of field dependence and reaction time in senior tennis players, and the second being an investigation of the concepts of locus of control and achievement motivation in highly successful male competitive tennis players age 65 and older. A critique of the first study indicates some neglect for determining the reasons for differences in performance. A cognitive functional approach is then presented which is intended to alleviate some of the problems of previous research. This approach emphasizes a careful evaluation of the individual's cognitions prior to, during, and following particular learning and performance situations, and attempts to determine which cognitions are contributing to or interfering with effective learning and maximum performance. References are included. (DS)

ED 171 705 SP 014 357

Hyman, Irwin A., Ed Wise, James H., Ed.
Corporal Punishment in American Education: Readings in History, Practice, and Alternatives.
Pub Date-18 Jun 79
Note-471p.

Available from-Temple University Press, Broad and Oxford Streets, Philadelphia, Pennsylvania 19122 ($25.00)
Pub Type- Books (010) - Historical Materials (060) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Child Abuse, Class Management, *Corporal Punishment, *Delinquency Causes, *Discipline Policy, Educational Legislation, Family Problems, Negative Reinforcement, Parental Background, *Parent Child Relationship, *Psychological Patterns, *Teacher Behavior
Virtually all of the essays in this collection reach the conclusion that corporal punishment in the schools is counterproductive. The book is organized into sections presenting historical, psychological, and legal perspectives on this subject, as well as case studies, opinion surveys, and the results of research. Rational alternatives to the use of physical punishment are explored. (JD)

Friedrich, Gustav Powell, Robert

Communication Workshop for GTAs.

Pub Date-Apr 79
Note-7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Faculty, Communication Skills, *Graduate Students, *Teacher Education, *Teacher Programs, *Teacher Workshops, *Teaching Assistants, Teaching Methods

The organization and activities of a three-day workshop for graduate teaching assistants is described. Emphasis is placed on the role of the teacher, class management, and successful teaching methods. The evaluation questionnaire used at the conclusion of the workshop is included in this descriptive report. (JD)

Anderson, Barry D. Mark, Jonathan

Changes in Teacher Salaries Over Eight Years: Signs of a Problem.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Ladders, *Declining Enrollment, Educational Research, *Faculty Mobility, Followup Studies, Retirement, *Student Teacher Ratio, Teacher Militancy, *Teacher Persistence, Teacher Recruitment, *Teacher Salaries

The objective of this study is to show results obtained by computing teacher salaries three different ways and to show the implications of these for practice. Conventional ways of calculating teacher salaries show declines in salaries once inflation has been considered. Following people who remain in the profession, however, shows that salaries are gaining against inflation. The possible consequences of diverting resources away from new talent toward experienced people are discussed. (Authors)

ED 171 708 SP 014 366

Oja, Sharon N.

A Cognitive Structural Approach to Adult Ego, Moral, and Conceptual Development Through Inservice Education.

Pub Date-Apr 79
Note-60p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Development, *Cognitive Processes, Curriculum Design, *Developmental Programs, Developmental Stages, Growth Patterns, Humanistic Education, Individual Development, *Inservice Teacher Education, Maturation, Moral Development, Role Perception, *Self Actualization, *Teacher Improvement
Identifiers-Ego Development

This paper describes the design, implementation, and evaluation of a Deliberate Psychological Education Curriculum to promote the ego, moral, and conceptual development of inservice teachers enrolled in a five-week workshop, followed by a supervised fall quarter practicum. Significant differences were found between experimental and control groups on all three dimensions of personal/psychological growth as measured by the Lovinger Sentence Completion Test, the Rest Defining Issues Test, and the Hunt Paragraph Method Test. Experimental teachers' professional/skill development evidenced significant increases in levels of communication and indirect teaching. Analysis of journals, course evaluations, and teacher designed miniunits corroborated these gains. (Author)

ED 171 709 SP 014 368

Copeland, Willis D.

The Impact of Component Changes on Behaviors in Classroom Ecosystems.

Pub Date-Apr 79
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Behavior Change, Behavior Patterns, Class Management, *Classroom Environment, Classroom Techniques, Group Behavior, *Interaction Process Analysis, *Student Behavior, *Student Teachers, *Teacher Behavior

Descriptive data were collected over a two-month period on two middle elementary classrooms to which student teachers had been assigned. From this data typical patterns of teaching/learning behavior were identified for each classroom. The student teachers were then interchanged, and the data collection continued for another two months. Comparison of data collected before and after the student teacher exchange revealed the persistence of some and the modification of other behavior patterns possibly attributable to the exchange. These results were used to generate hypotheses concerning possible relationships among selected components of the classroom ecosystem. (Author)

ED 171 710 SP 014 373

Diggles, Virginia A.

Benefits of Organization on Learning and Retention.

Pub Date-Mar 79
Note-12p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (New Orleans, Louisiana, March 15-20, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Learning Processes, *Memory, Organization, Perceptual Motor Coordination, *Perceptual Motor Learning, *Performance Factors, Retention

An experiment to determine the effects of perceptual organization on learning and remembering a motor task is described. Four test groups received different methods of presentation of movements to be learned sequential-sequential, sequential-random, random-sequential, and random-random. Analysis of variance was used to examine results. Results presented support of the hypothesis that perceptual organization on learning a motor task is beneficial. No evidence was found to support any beneficial effect of perceptual organization on retention of motor information over a period of time. (JD)

ED 171 711 SP 014 375

Levi, Bruce A.

Moving Together in Improvisational Dance: An Empirical Phenomenological Study.

Pub Date-Mar 79
Note-14p.; Paper presented at Annual Meeting of the American Association of Health, Physical Education, Recreation, and Dance (New Orleans, March 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Body Language, *Dance, Interaction, *Interaction Process Analysis, *Interpersonal Relationship, *Motion, *Psychological Patterns, Rapport, Self Concept, Social Relations

The exploration of movement as it reveals the subconscious and subjective side of individuals is described to illustrate a method of psychological inquiry known as phenomenology. Spontaneous, improvised dance performed by two different couples was video-taped and analyzed. The couples, a man and woman in a courting relationship and two women in a competitive but friendly relationship, were interviewed after the performances to determine their personal feelings during the dance. Observation of the interactions in the bodily movements of the subjects suggested that they revealed deeper and more subtle feelings than were consciously thought and vocalized. (JD)

ED 171 712 SP 014 376

Teacher Centers Sources of Support.
Illinois State Office of Education, Springfield.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-79
Note-25p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Finance, *Federal Aid, *Financial Support, Foundation Programs, Grants, *Private Financial Support, *State Aid, *Teacher Centers

The following sources of financial support for teacher centers are listed in this publication: (1) Federal government; (2) state departments of education; (3) private foundations; (4) local educational agencies; (5) institutions of higher education; and (6) professional organizations. Appended are a list of informational data bases and publications. (JD)

ED 171 713 SP 014 383

Elliott, Peggy G. Mays, Robert E.
Early Field Experiences in Teacher Education. Fastback 125.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date-79
Note-37p.
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75)
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College School Cooperation, *Field Experience Programs, Models, Needs Assessment, *Preservice Education, Program Design, *Program Planning, Student Teachers, *Student Teaching, Teacher Education
Identifiers-*Early Field Experience

The need for early field experiences in teacher education is based on four specific needs: (1) the student need to know if he or she likes teaching; (2) the university need to know if the student shows promise of becoming a good teacher; (3) the student need to practice before assuming major classroom responsibilities; and (4) the teacher education need to nurture better communication between colleges of education and the schools where their students will be working. Three specific models can be used to achieve these needs: the course specific model, which attaches an on-site field experience to an existing teacher education course; the block of courses model, which involves three different levels of field experiences; and the program-related model, which specifies the field experiences, but doesn't tie them to an individual course. (DS)

ED 171 714 SP 014 413

Calcagno, Susan C. Trinchero, Robert L.

Independent Learning and Low Socio-Economic Classrooms: Problems of Program Implementation and Assessment.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 77
Contract-NE-C-00-3-0108
Note-40p.
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Classroom Observation Techniques, *Independent Study, *Low Income Groups, Performance Contracts, Program Development, *Program Evaluation, Research Design, *Research Utilization, Student Attitudes, Student Characteristics, Teacher Attitudes

This report is a summary and review of a study on the effects of introducing an independent learning system in low socioeconomic (SES) schools. The report is organized into five sections. The first provides background information on the independent learning system, the research design and student variables of interest. The second section describes the low-SES sample characteristics and student attrition rates. Implementation of the independent learning system in low-SES classes is described in the third section, and results of the research study for low-SES students in the fourth section. A discussion of problems encountered in the study of independent learning in low-SES schools is presented in the summary. (Authors)

ED 171 715 SP 014 419

Cox, Richard H., Ed.

AAHPER Research Consortium Symposium Papers: Teaching Behavior and Women in Sport. Vol. II, Book 1.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Pub Date-79

Note-115p.

Available from-AAHPERD Publications, 1201 16th St., N.W., Washington, D.C. 20036 ($3.00, Stock No. 248-26488)

Pub Type- Reports - Research (143) - Reports - Descriptive (141) - Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Athletics, Behavioral Science Research, Behavior Change, *Behavior Patterns, Contingency Management, Interaction Process Analysis, *Physical Education, *Social History, Statistical Analysis, Student Teacher Relationship, *Teacher Behavior, *Womens Athletics

The papers included in this collection focus on two topics: teaching behavior in physical education, or women in sport. The papers include the following: A Model for the Study of Pygmalion Effects in Physical Education; A Need to Look at Dyadic Interactions; An Observational Study of Teacher's Expectancy Effects and Their Mediating Mechanisms; Teacher Directed Behavior Toward Individual Students; Adventure Education; Analyzing Behavior Patterns, Objectives, Sequencing, Perspectives; The Observation and Description of the Teaching Behavior of Selected Physical Education Teachers; Developing Interaction Analysis Instruments in Physical Education; Use of Interaction Analysis in Pre-Service Teacher Preparation; The Statistical Analysis of Cafias Data; Applications of Behavior Modification in Athletic Environments; Evaluating the Behavior Contract; Accountability in the Gymnasium: A Behavior Analysis Approach; Behavioral Self-Modification in Teacher Education; Emphasizing Teacher Behavior as an Educational Tool; Contingency Management Learning Systems; Innovation in Girl's Physical Education in New Trier Township High School; The Women's Swimming Association of New York: The Golden Years, 1920-1940; Women in Physical Education and Sports at Centre College from 1860 to 1978; Women's Equity Movement in Sports at a Large University: A Movement Within a Movement, 1970-77; and In Search of the Golden Age of Women's Sports. References are included with each article. (DS)

ED 171 716 SP 014 420

Cox, Richard H., Ed.

AAHPER Research Consortium Symposium Papers: Health, Fitness, Recreation, and Dance. Volume II, Book 2.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Pub Date-79

Note-97p.

Available from-AAHPERD Publications Sales, 1201 16th St., N.W., Washington, D.C. 20036 ($2.50, Stock No. 248-26490)

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Age, Athletics, Dance, *Exercise (Physiology), *Health, Health Education, *Physical Education, *Physical Fitness, Psychomotor Skills, *Recreation, Running

The titles included in this collection are: Biographical Research in Health Education; Historical Research as it Applies to Groups or Institutions; Water & Electrolytes and Other Aids; Limiting Factors of Endurance Performance: A Brief Review; Limiting Factors for Endurance Exercise: Carbohydrate and Fat Utilization; Hooked on Running: A Psychobiological Perspective; Psychological Concomitants of Running; The Meaning of Regular Jogging: A Phenomenological Approach; Exercise, Aging, and Psychomotor Performance; Age-Related Changes in Central and Peripheral Processing; Subcellular Aspects of Aging Training; Bigger, Faster, Stronger Power Weight Training; Selected Student Characteristics and Learning from a Recreation Resource Management Gaming-Simulation; Land Managers' Perceptions of Risk Recreation in the Northern Rockies; Outdoor Recreation and Special Populations in the State of Utah; Residential Density and Recreational Participation; A Descriptive Answer to the Question of Kinesthetic Imagery; Moving Together in Improvisational Dance: An Empirical Phenomenological Study. References are included with each paper. (DS)

Cox, Richard H., Ed.

AAHPER Research Consortium Symposium Papers: Socio-Psychological Dimensions, Research Design and Safety. Volume II, Book 3.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Pub Date-79

Note-71p.

Available from-AAHPERD Publications Sales, 1201 16th St., N.W., Washington, D.C. 20036 ($2.00 Stock No. 248-26494)

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Athletics, *Child Development, Children, Driver Education, Handicapped Children, Personality Assessment, *Physical Education, *Research Design, Research Methodology, *Safety, Social Psychology, *Statistical Analysis, Statistical Studies, Womens Athletics

This collection focuses on research topics in physical education and athletics and includes the following papers: Methodological Problems in the Assessment of Personality from the Psychoanalytic, Behavioral and Cognitive Positions; Some Factors Affecting the Performance of Women in Sports and Activity; Multivariate Considerations in Children's Physical Education (competence in movement, research designs, social interaction, typology, self-esteem, planning physical education for children); Least Squares Analysis: Application to Experimental and Descriptive Research Designs; Least Squares Analysis in Experimental Design with Disproportionate Subclass Numbers; Nonorthogonality and Type I Errors Implications for Research Designs and Analysis; Epidemiological Analysis of Ski Injuries, Steamboat Springs, Colorado 1977-1978; Opinions of Safety Professionals Regarding the Preparation of High School Driver Educators; A Study of Physical Education Injuries Among Handicapped and Non-Handicapped Children; and Tort Law: Negligence and Liability in Physical Education with Reference to Higher Education. References are included with each article. (DS)

ED 171 718 SP 014 425

Bucher, Charles A. Thaxton, Nolan A.

Physical Education for Children: Movement Foundations and Experiences.

Pub Date-79
Note-415p.; For related document, see SP 014 426
Available from-Macmillan Publishing Co., Inc., 866 Third Avenue, New York, New York 10022 ($14.95)
Pub Type- Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors-Adapted Physical Education, Athletics, *Child Development, Childrens Games, Dance, Educational Objectives, *Elementary Education, Gymnastics, Maturation, *Movement Education, *Perceptual Motor Learning, Physical Activities, *Physical Education, Program Evaluation, Socialization, Student Attitudes

This textbook for elementary physical education teachers is divided into seven parts. The topics covered are: (1) instructional objectives and competencies definitions for elementary physical education; (2) physical and mental characteristics of elementary school children; (3) the science of movement and perceptual motor development of children; (4) teaching techniques and curriculum; (5) activities for elementary school school children; (6) physical education for the handicapped child; and (7) evaluating pupils, programs, and instruction. (JD)

ED 171 719 SP 014 426

Bucher, Charles A. Thaxton, Nolan A.

Physical Education for Children: Movement Foundations and Experiences. Instructor's Supplement.

Pub Date-Feb 79
Note-51p.; For related document, see SP 014 425
Available from-Macmillan Publishing Co., Inc., 866 Third Avenue, New York, New York 10022 (Free)
Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Adapted Physical Education, Athletics, *Child Development, Childrens Games, Dance, Educational Objectives, *Elementary Education, Gymnastics, Maturation, *Movement Education, *Perceptual Motor Learning, Physical Activities, *Physical Education, Program Evaluation, Socialization, Student Attitudes

This guide to the textbook of the same title is divided into four areas: structure of the text; suggested course outlines for both semester and quarter courses; suggested approaches for using the text when teaching elementary school physical education courses; and short-answer examination questions for each chapter in the text. Material is presented in a general fashion rather than reviewing the text chapter by chapter. (Authors)

TM

ED 171 720 TM 006 663

Levine, Michael V. Rubin, Donald B.
Measuring the Appropriateness of Multiple-Choice Test Scores.
Educational Testing Service, Princeton, N.J.
Spons Agency-College Entrance Examination Board, New York, N.Y.; Graduate Record Examinations Board, Princeton, N.J.
Report No.-ETS-RB-76-31
Pub Date-Dec 76
Note-31p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Ability, *Aptitude Tests, College Entrance Examinations, Item Analysis, *Mathematical Formulas, *Multiple Choice Tests, Predictive Measurement, Probability, Response Style (Tests), Scores, Senior High Schools, Test Bias, *Test Interpretation, Test Reliability, Test Validity
Identifiers-Maximum Likelihood Estimation, Scholastic Aptitude Test

Appropriateness indexes (statistical formulas) for detecting suspiciously high or low scores on aptitude tests were presented, based on a simulation of the Scholastic Aptitude Test (SAT) with 3,000 simulated scores 2,800 normal and 200 suspicious. The traditional index marginal probability uses a model for the normal examinee's test-taking behavior only, based on item characteristic curve theory. The other two indices use a generalization of the traditional index which allows ability to vary during testing. One uses the standard likelihood ratio to quantify the amount of improvement of fit achieved by permitting ability to vary across items. The other index estimates the parameter values of the varying ability models, and uses estimated parameter values to indicate the degree of aberrance. Files of candidates with 4%, 10%, 20%, and 40% aberrance were generated by modifying item scores of normal examinees. Results showed that 20% aberrance was surprisingly well detected for the suspiciously low group on all three indices. Suspiciously high candidates were even more easily detected. Results are significant because they suggest that inappropriately scoring candidates (such as low ability students who cheat or high ability students who misinterpret instructions), can be detected without reference to background variables. (CP)

ED 171 721 TM 006 984

Aleamoni, Lawrence M.

Arizona Course/Instructor Evaluation Questionnaire (CIEQ). Results Interpretation Manual. Form 76.

Arizona Univ., Tucson. Office of Instructional Research and Development.
Pub Date- 78
Note-76p.; Not available in paper copy due to small print
Pub Type- Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Course Evaluation, Higher Education, *Norms, Predictor Variables, Questionnaires, *Student Evaluation of Teacher Performance, Test Construction, *Test Interpretation, Test Reliability, Test Results, Test Validity
Identifiers-*Arizona Course Instructor Evaluation Questionnaire

The Arizona Course Instructor Evaluation Questionnaire (CIEQ) was designed to assist individual instructors in improving teaching methods and courses. Secondary uses include faculty evaluation, research, and course and instructor selection by students. Successive refinements of the original pool of 1,000 items by factor analysis and subjective expert judgment led to the current 21-item instrument with five subscales: general course attitude, method of instruction, course content, interest and attention, and instructor. Internal consistency reliability coefficients on the subscales ranged from .80 to .98. Normative data based on class means were collected from 16,000 course sections at two universities, and 6,800 sections nationwide. The data compared results of student ratings by course level (from freshman to graduate), proportion of required enrollment, and instructor rank. The first two variables yielded significant validity effects. No normative data were provided for variables having little or no relationship to student ratings class size, sex of student and instructor, time of day, and semester. (The current CIEQ, step by step instructions for interpreting the items and subscales, and 32 normative data tables are appended). (CP)

Cohen, David K. Haney, Walt

Minimums, Competency Testing, and Social Policy. National Consortium on Testing Staff Circular No. 4.

Huron Inst., Cambridge, Mass
Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date-Dec 78
Note-35p.
Available from-Huron Institute, National Consortium on Testing Project, 123 Mount Auburn Street, Cambridge, Massachusetts 02138
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Accountability, Educational History, Educational Problems, *Educational Responsibility, Elementary Secondary Education, Equal Education, Government Role, *Minimum Competency Testing, *Public Policy, Social Change, *Social Problems, Social Responsibility, *Testing Problems

The minialist approach to social policy, especially concerning public education, has not worked because the assurance of minimal protection for the deprived also entails a rise in acceptable levels of attainment for those above the minimum, in order to preserve their competitive advantage. Also, particular minimums, such as universal elementary education, have rapidly become obsolete. The 1960's represented a major turning point in social policy a shift away from providing services to producing results. Minimum competency testing is part of this trend because it promises to extend public responsibility from resources to results; yet it holds individuals responsible for attaining the results. There is evidence that competency testing will not work. The movement is growing in a political climate of short resources and shorter patience with professionals and their clients. There is no widely accepted method of selecting minimum competency tests, nor of determining whether the minimum has been achieved. More basically, there is a weak understanding of the factors influencing productivity; consequently, the ability to control relevant factors is doubtful. It is unlikely that schools will be able to remedy the failures that competency testing will define, and this could discredit the test instruments used to report failure. (CP)

ED 171 723   TM 008 372

Legislative Report. Louisiana State Assessment. 1977-78. Reading. Grades 4, 8, and 11.

Louisiana State Dept. of Education, Baton Rouge.

Note-19p.; For related document, see TM 008 373; Appendices I and II, pages 14-21, have been removed due to small print size ; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Criterion Referenced Tests, *Educational Assessment, *Elementary Secondary Education, Grade 4, Grade 8, Grade 11, *Performance Factors, *Reading Achievement, Reading Comprehension, Reading Tests, *State Programs, Student Characteristics, Testing Programs

Identifiers-Domain Referenced Testing, Louisiana, *Louisiana State Assessment of Reading

This report to the Louisiana legislature describes the results of the student assessment phase of a mandated accountability program, in which criterion referenced tests of reading performance in vocabulary, phonetic analysis, structural analysis, comprehension, study skills, and word attack skills were administered to 160,771 students in grades 4, 8, and 11. Tables showing reading domain performance for each level are included. Subgroup report findings are discussed, based on: (1) class size; (2) community type; (3) school size; (4) birth dates; (5) student sex; (6) Title I participation; (7) Title I nonparticipation; (8) bilingualism; (9) ethnic groups; and (10) length of enrollment. (MH)

ED 171 724 TM 008 373

Technical Report. Louisiana State Assessment. 1977-78. Reading. Grades 4,8, and 11.

Louisiana State Dept. of Education, Baton Rouge.
Note-13p.; For related document, see TM 008 372
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Assessment, Elementary Secondary Education, Grade 4, Grade 8, Grade 11, *Reading Achievement, Reading Comprehension, Reading Skills, *Reading Tests, *State Programs, *Testing Programs, Test Reliability, Test Validity
Identifiers-Item Discrimination (Tests), Louisiana, *Louisiana State Assessment of Reading

The technical characteristics of the reading criterion referenced tests administered to pupils in grades 4, 8, and 11 as part of the Louisiana State Assessment of Reading are described. Fourth and eighth grade tests include vocabulary, phonetic and structural analysis, comprehension and study skills; eleventh grade tests include vocabulary, word attack skills, comprehension, and study skills. Technical qualities discussed are test reliability, item discrimination, and content validity. The assessment instrument is judged to have reasonable reliability in terms of internal consistency. Consideration of the relatively low variability of scores resulting from measuring minimal rather than maximal objectives reinforces this evaluation. The items measuring domain achievement yield satisfactory discrimination indices and those measuring objective achievement yield half of their discrimination indices that could be evaluated similarly. Overall, item discrimination indices meeting Ebel's .40 or better*criterion occur with greater frequency in the two lower grades than in the eleventh grade. The care exercised in the development of consensus objectives and items designed to measure their attainment ensure acceptable content validity. (Author/MH)

ED 171 725 TM 00C 459

Cowie, Colin

Test Information. Using the Essay as an Assessment Technique. Set 77. Number One. Item 13.

New Zealand Council for Educational Research, Wellington.

Pub Date-77

Note-5p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement Tests, *Essay Tests, *Scoring, Testing, *Testing Problems, *Test Reliability, *Test Validity, *Writing Skills

Identifiers-*Interrater Reliability

Certain testing procedures will overcome some of the problems associated with the use of essay tests. Essay tests may not validly indicate achievement because the questions included in the test may not fairly represent instructional content. Reliability may be a problem because of variations in examinee response in different situations, in test markers from one time to another, and between different markers. To offset validity problems, only those content areas which have been taught should be assessed. Writing ability should be tested at different times, using different types of essays and as many questions as possible. Questions should be phrased clearly and pretested before use. Intra-marker reliability is increased when graders score all examinee responses on a question, before moving to the next question. Inter-marker reliability is enhanced when the rating scale has seven to fifteen points, and clear distinctions are made between each mark. In analytic marking, values are assigned for each of the evaluation criteria such as organization, style, content, and mechanics and then totalled. In impressionistic or wholistic scoring, papers are sorted into three piles representing varying quality; then each pile is further sorted. (Six steps for judging reliability of scoring procedures are appended). (GDC)

ED 171 726 TM 008 463

Croft, Cedric

Assessing the Worth of Instructional Materials. Set 78. Number One. Item 10.

New Zealand Council for Educational Research, Wellington.
Pub Date-78
Note-7p.
Pub Type- Tests/Questionnaires (160) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Content Analysis, Course Objectives, Curriculum Evaluation, Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, *Instructional Design, *Instructional Materials, *Textbook Evaluation

To help teachers assess the variety of available instructional materials, a comparative, point-by-point evaluation is recommended. Two distinct approaches have been identified: content analysis, and instructional design. Content analysis is useful when selecting materials in factual curriculum areas, such as science and mathematics. It involves the comparison of the instructional materials against the syllabus or course objectives, and should be performed by a subject specialist. The instructional design approach concentrates on four aspects: (1) educational objectives; (2) scope and sequence of materials; (3) method of instruction; and (4) evaluation of student learning. (A three-page form which can be used to rate curriculum materials is included, as well as instructions for its use and instructions for comparing different materials). (GDC)

ED 171 727 TM 008 570

Molenaar, Ivo W.
A Fast Solution of the Lindley Equations for the M-Group Regression Problem. Technical Report 78-3, October 1977 through May 1978.
Iowa Testing Programs, Iowa City.
Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Pub Date-1 Jun 78
Contract-N000-14-77-C-0428
Note-42p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Ability Identification, *Algorithms, Bayesian Statistics, *Computer Programs, Cost Effectiveness, *Efficiency, Junior Colleges, Mathematical Models, *Multiple Regression Analysis, *Performance Specifications, Statistical Analysis, *Statistical Studies

The technical problems involved in obtaining Bayesian model estimates for the regression parameters in m similar groups are studied. The available computer programs, BPREP (BASIC), and BAYREG, both written in FORTRAN, require an amount of computer processing that does not encourage regular use. These programs are analyzed so that the performance of algorithms might be improved to a point where inclusion in the CADA Monitor would be feasible. Slight modifications to the preparatory program BPREP, and major changes to BAYREG have resulted in a speeded-up algorithm, reducing computer time by a factor of two to four in four benchmark examples involving grade point average as a predictor of American College Test scores in junior colleges believed to be fairly representative examples of the type of multiple regression problems where Bayesian m-group regression might be used. However, further use of the speeded algorithm is recommended before the program is included in the CADA Monitor. This report includes descriptions of: (1) an update to Jones and Novick's input description for use of the modified programs; (2) deficiencies of the old programs BPREP and BAYREG, and improvements in the new program, MBREG; (3) detailed proposal for a small revision of BPREP into a new preparatory program BPREP adapted to the new main program MBREG; (4) ``leaps'' which constitute the major performance improvement of MBREG over BAYREG. (Author/GDC)

ED 171 728 TM 008 592

Haenn, Joseph F. Proctor, Diane C.
A Practitioner's Guide to Out-of-Level Testing.
National Testing Service, Inc., Durham, N.C.
Pub Date-Mar 78
Note-50p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); Pages A3-A10 may not produce legibly due to small print size of original document
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Achievement Tests, Compensatory Education Programs, Educationally Disadvantaged, Elementary Secondary Education, Equated Scores, *Grade Equivalent Scores, Instructional Program Divisions, *Low Achievers, Student Ability, *Student Testing, *Testing Problems, Test Interpretation, *Test Selection
Identifiers-Elementary Secondary Education Act Title I, *Out of Level Testing, Title I Evaluation and Reporting System

Out of level testing is defined and reasons for administering out of level tests, especially in compensatory education programs are explained: (1) to achieve optimum test reliability; (2) to test student achievement provided out of level test scores are interpreted in terms of the appropriate in-level population; (3) to avoid carelessness and inattentiveness or frustration and guessing caused by students' taking tests at an inappropriate level; and (4) to avoid large numbers of students scoring at chance level. Two procedures which allow out of level tests to be converted to in-level scores are described using publisher produced raw score-to-percentile conversion tables, or standard score-to-percentile conversion tables. Chance level scores, names of expanded standard score scales, and worksheets to convert out of level scores are appended. (MH)

ED 171 729 TM 008 606

Johnson, Charles E.

A Comparative Analysis of Three Basic Designs for Competency Validation.

Pub Date-13 Jan 77
Note-21p.; Paper presented at the Annual Meeting of the Georgia Educational Research Association (1st, Atlanta, Georgia, January 13, 1977) ; Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Certification, Educational Objectives, *Evaluation Methods, *Job Skills, Models, *Performance Based Education, Program Development, *Program Validation, *Task Analysis, *Vocational Education

Three approaches to validating competencies of vocational education programs in technical and professional schools are examined. Competencies are defined as behavior-oriented and relatively simple, observable behaviors which can be identified and measured by the frequency of occurrence. The three models, which have elements in common, are expert consensus, product assessment, and logical analysis. Using the expert consensus model, competencies are classified into groups having common elements and are validated by submitting questionnaires to specialists who determine which competencies are important to effective job performance. In the product assessment model, the frequency of specific, clearly observable behaviors is noted on checklists through the systematic observation of on-the-job workers. In the logical analysis model, competencies are assumed to be complex constructs rather than objective behaviors. Analysis, inference, and judgment are the techniques used, and conclusions are reasonable assumptions presented as a report or working paper. It is concluded that each of the models is useful, depending on the nature of the competencies to be validated. (MH)

ED 171 730 TM 008 622

Warm, Thomas A.
A Primer of Item Response Theory. Technical Report 940279.
Coast Guard Inst., Oklahoma City, Okla.
Report No.-CG-941278
Pub Date-Dec 78
Note-155p.
Available from-National Technical Information Service, Springfield, Virginia 22161 (AD-A063072, MF-$3.00, HC $8.00)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Ability Identification, Achievement Tests, Aptitude Tests, Bayesian Statistics, Computer Programs, Cutting Scores, Equated Scores, *Item Analysis, Multiple Choice Tests, Probability, *Psychometrics, *Scoring Formulas, *Statistical Analysis, Test Bias, *Test Interpretation
Identifiers-Adaptive Testing, Item Characteristic Curve Theory, *Item Response Theory, Latent Trait Theory, Maximum Likelihood Estimation, Tailored Testing

This primer is an introduction to item response theory (also called item characteristic curve theory, or latent trait theory) as it is used most commonly for scoring multiple choice achievement or aptitude tests. Written for the testing practitioner with minimum training in statistics and psychometrics, it presents and illustrates the basic mathematical concepts needed to understand the theory. Then, building upon those concepts, it develops the basic concepts of item response theory: item parameters, item response function, test characteristic curve, item information functions, test information curve, relative efficiency curve, and score information curve. The maximum likelihood and Bayesian modal estimates of ability are described with illustrative examples. After a discussion of assumptions and available computer programs, some practical applications are presented, i.e. equating scales, tailored testing, item cultural bias, and setting pass-fail cut-offs. (Author/CP)

ED 171 731 TM 008 659

Borich, Gary D. Paver, Sydney W.

Convergent and Discriminant Validity of the Locus of Control Construct.

Pub Date- 74
Note-24p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Comparative Testing, Higher Education, *Individual Differences, *Locus of Control, Matrices, *Personality Tests, *Test Items, *Test Validity

Eighty undergraduates were administered four self-report locus of control inventories, in order to evaluate the convergent and discriminant validity of four categories common to these inventories: chance, fate, personal control, and powerful others. The four inventories were: (1) Internal, Powerful Others and Chance scales; (2) James Internal External Locus of Control Scale; (3) Nowicki Strickland Locus of Control Scale; and (4) Rotter Internal External Locus of Control Scale. Pearson correlations were computed between methods (inventories), and traits (categories), to construct a multitrait-multimethod matrix, following the Campbell and Fiske model. Validity was evaluated by observing intercorrelations among cells in the matrix. Convergent validity was consistently demonstrated for only one category fate; discriminant validity was not evident for any comparison category across the four instruments. Rates of validity over all comparisons were 66.6% for convergent and 12.5% for discriminant. One explanation for inconsistent findings across locus of control studies is that the multitrait-multimethod matrix accounts for more variability than the categories measured. (The appendix lists items in each instrument which measure chance, fate, personal control, and powerful others.) (CP)

ED 171 732 TM 008 684

Harris, Chester W., Ed. And Others

Problems in Criterion-Referenced Measurement. CSE Monograph Series in Evaluation, 3.

California Univ., Los Angeles. Center for the Study of Evaluation.

Pub Date-74

Note-180p.

Available from-Center for the Sudy of Evaluation, University of California, Los Angeles, California 90024 ($3.50)

Pub Type- Collected Works - General (020) - Information Analyses (070)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Achievement Tests, Cognitive Objectives, *Criterion Referenced Tests, *Educational Objectives, Evaluation Criteria, Mastery Tests, Measurement Goals, Psychometrics, *Test Construction, *Testing Problems, Test Validity

Six essays on technical measurement problems in criterion referenced tests and four essays by psychometricians proposing solutions are presented: (1) "Criterion-Referenced Measurement" and Other Such Terms, by Marvin C. Alkin which is an overview of the first six papers; (2) Selecting Objectives and Generating Test Items for Objectives-Based Tests, by W. James Popham; (3) A Judgmental Approach to Criterion-Referenced Testing, by H. A. Wilson; (4) Measurement Considerations in Instructional Product Development, by Robert L. Baker; (5) Generating Criterion-Referenced Tests from Objectives-Based Assessment Systems: Unsolved Problems in Test Development, Assembly, and Interpretation, by Rodney W. Skager; (6) Problems in the Development of Criterion-Referenced Tests: The IPI Pittsburgh Experience, by Anthony J. Nitko; (7) Problems of Objectives-Based Measurement, by Chester W. Harris; (8) Thus Spake Psychometrika, by W. James Popham, an overview of the psychometricians' contributions; (9) Some Technical Characteristics of Mastery Tests, by Chester W. Harris; (10) The Preparation of Criterion-Referenced Tests, by Frederick B. Davis and James J. Diamond; (11) Prescribing Test Length for Criterion-Referenced Measurement, by Melvin R. Novick and Charles Lewis; (12) Empirical Validation of Criterion-Referenced Measures, by J. Ward Kessling. (MH)

ED 171 733 TM 008 693

Laub, Karen W. And Others

The COMP-Ident Find-Screen Planning Package. A Descriptive Manual And Organizational Guide for Planning and Conducting Child Find/Screen Efforts in Rural Areas.

Pennsylvania State Univ., University Park.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-78

Grant-G007700706

Note-113p.; For related document, see TM 008 694; Appendices may be marginally legible ; Document prepared by the HICOMP Project

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Developmental Disabilities, *Handicap Detection, *Handicapped Children, *Identification, Needs Assessment, *Preschool Education, Program Administration, Publicize, Rural Areas, *Screening Tests, *Testing Programs

Identifiers-Denver Developmental Screening Test

In order to comply with Public Law 94-142, Education for All Handicapped Children Act, procedures for planning and conducting screening (identification) and assessment of preschool handicapped children in rural areas were developed. Screening was accomplished by public awareness campaigns, health screening, or school census analysis. In the HICOMP Early Identification Model, county fair sign-up booths and community volunteers were used for screening. The Denver Developmental Screening Test (DDST) was used to make tentative assessments of children's developmental capabilities. Suggestions for organizing a screening campaign included: selecting an agency, school or community group as sponsor; appointing a professional coordinator as administrator; and enlisting volunteers to carry out an awareness campaign and to perform the screening. (Descriptions of The Denver Prescreening Developmental Questionnaire, Guide to Normal Milestones of Development, Rapid Developmental Screening Checklist, CCD Developmental Progress Scale, and The Developmental Screening Inventory, as well as sample forms used in the screening campaign are appended). (MH)

ED 171 734 TM 008 694

Bagnato, Stephen J. And Others

The COMP-Ident Assessment Format. A Descriptive Manual and Comprehensive Process of Linking Screening, Assessment, and Programming for the Handicapped Preschooler.

Pennsylvania State Univ., University Park.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-78

Grant-G007700706

Note-46p.; For related document, see TM 008 693 ; Document prepared by the HICOMP Project

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Planning, Developmental Programs, Educational Assessment, Educational Objectives, Handicap Detection, *Handicapped Children, *Identification, Individualized Instruction, *Intervention, *Needs Assessment, Parent Role, Preschool Education, Rural Areas, *Screening Tests

The COMP-Ident Assessment Format for developing assessment and intervention procedures to follow up initial screening of preschool handicapped children in rural areas is the second stage in the HICOMP Project. Linkage between assessment and programming includes describing the child's current levels of functioning in all areas; specifying long- and short-range educational goals; and selecting evaluation methods to assess the child's progress and program effectiveness. HICOMP uses a competency-based approach, in which traditional developmental scales are used as criterion referenced and norm referenced measures to sample skills in the areas of communication, self-care, motor development, and problem solving. Assessment is linked to an individualized instructional plan, by determing specific skills and behavioral strategies which constitute the initial goal-setting plan for each child. After instructional strategies have been implemented, each child's progress is monitored by curriculum-imbedded checklists and behavioral analysis. The competency-based, developmental-task methods achieves four objectives: (1) merging assessment with programming; (2) ensuring similarity between sampled and targeted behaviors; (3) providing functional analysis of each child's range of capabilities; and (4) providing a varied basis for monitoring skill acquisition. (MH)

ED 171 735 TM 008 699

Richards, James M., Jr.

The Human Ecology of the American Educational Research Association. Report No. 261.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 78

Grant-NIE-G-78-0210

Note-19p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Characteristics, *Educational Researchers, Environmental Influences, *Geographic Distribution, *Human Geography, *National Demography, Population Trends, Professional Associations

Identifiers-*American Educational Research Association, *Human Ecology

The concepts and methods of human ecology are applied to the geographic distribution of members of the American Educational Research Association. State characteristics are measured by five factors: (1) large-scale agriculture; (2) population size; (3) affluence-urbanization; (4) white predominance; (5) emphasis on specialized agriculture. City characteristics are based on population, affluence, residential mobility, white predominance, and emphasis on higher education. Population size is the strongest correlate of the absolute number of educational researchers in the various states. When number of researchers relative to population is considered, educational researchers are concentrated in affluent, urban states. In the city data, the tendency is for educational researchers to be concentrated in university towns. This pattern of results supports the convergent and discriminant validity of the ecological approach in that it resembles the pattern found for psychologists, psychiatrists, and social workers more than the pattern for veterinarians. (Author/MH)

ED 171 736 TM 008 742

Allen, Ted W. and Others

An Information Processing Approach to Performance Assessment: III. An Elaboration and Refinement of an Information Processing Performance Battery. Technical Report No. 3, November 16, 1977 through November 30, 1978.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.-AIR-58500-TR

Pub Date-30 Nov 78

Contract-N00014-76-C-0871

Note-129p.; For related documents, see TM 008 762, TM 009 193-194; Table 6 may be marginally legible

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Aptitude Tests, Cognitive Measurement, *Cognitive Processes, *Cognitive Tests, Higher Education, *Individual Differences, Learning Theories, Memory, *Task Analysis, Test Construction, Testing, Test Reliability, *Test Validity, Verbal Tests

Identifiers-*Information Processing Performance Battery

An information processing approach was applied to the development and validation of a test battery intended for personnel selection, classification, and guidance; and design of training programs. The approach specifies that tests should measure specific cognitive processes and basic abilities, rather than prior experience. Tests should be short, easy to administer, statistically independent, and reliable. Taken as a whole, the test should not be designed to predict ability or interest in a particular job. Sixty eight college students were tested twice on eight tasks: (1) physical match; (2) letter rotation; (3) scan and search; (4) set membership; (5) letter recall; (6) mental addition; (7) sentence recall; and (8) sentence recognition. Results showed alternate forms of the tasks were comparable with previous findings for all but task 8. The adequacy of the tasks as measures of individual differences and as measures of information processing oPerations varied from task to task. The first four tasks were selected for the battery; tasks 5 and 6 were considered marginal (needed improvement); and tasks 7 and 8 were excluded. (Sample items from each task are appended.) (CP)

ED 171 737 TM 008 746

Lefcourt, Herbert M. And Others
The Multidimensional-Multiattributional Causality Scale: The Development of a Goal Specific Locus of Control Scale.
Pub Date- 78
Note-46p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Affiliation Need, *Attribution Theory, Females, Higher Education, Interpersonal Competence, *Locus of Control, Males, Motivation, Performance Factors, *Predictive Ability (Testing), Predictor Variables, Questionnaires, Sex Differences, *Test Construction, Test Validity
Identifiers-*Multidimensional Multiattributional Causality

The development and validation of the Multidimensional-Multiattributional Causality Scales (MMCS) are described. The scales are distinctive because they measure locus of control specific to two goals achievement and affiliation. Half of the items concern success, and half concern failure experiences. Results of four validity studies with under graduates demonstrated some discriminant validity of the MMCS. The affiliation scale predicted self-disclosure when conditions called for disclosure. It was related to the demonstration of listening skills in a dyadic interaction, and to recalled early life changes. The achievement scale failed to predict affiliation, but was related to body indications of discomfort during an achievement task, presented in a way that was assumed to be highly disruptive to persons with internal locus of control expectancies. Of the three achievement and affiliation subscales ability, context, and effort the latter was a powerful predictor of goal persistence. Except for study four, affiliation was a more frequent predictor for females, while achievement was a more frequent predictor for males. These studies supported the theoretical position that goal specific expectancies override generalized expectancies as predictors of the relevant behavior, when subjects have had experience with the given goal or situation. (The MMCS is appended.) (CP)

ED 171 738 TM 008 747

Moen, Phyllis

Using Log Linear Analysis for Categorical Family Variables.

Pub Date-Oct 78
Note-28p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Data Analysis, *Expectation, *Family Characteristics, *Family Income, Family Status, Mathematical Models, *Prediction, Predictor Variables, *Statistical Studies
Identifiers-Categorical Data, *Log Linear Analysis

The Goodman technique of log linear analysis is ideal for family research, because it is designed for categorical (non-quantitative) variables. Variables are dichotomized (for example, married/divorced, childless/with children) or otherwise categorized (for example, level of permissiveness, life cycle stage). Contingency tables are then constructed and analyzed so that variables are cross-classified; estimates of the main effects of each variable, as well as interaction effects, are determined. This technique permits sophisticated (multivariate) analysis of quantitative data, testing of interactions, and examination of the relationships among variables, without designating one as the dependent variable. There are limitations to the Goodman technique, associated with the principal statistics used (Pearson's Chi-square and the likelihood ratio statistic), and with categorizing variables. Logit analysis, a type of log linear analysis, is used to predict a dependent variable. First, the relative importance of race, sex of family head, and life cycle stage in predicting the dependent variable, financial expectation, is examined; second, interaction effects are measured, that is, the existence of a conditional relationship among two or more predictor variables and the dependent variable. The best prediction model included the direct effects of life cycle stage and sex of breadwinner. (CP)

ED 171 739 TM 008 757

Dial, Jack G. And Others

The McCarron-Dial System An Approach to Clinical, Vocational, and Educational Evaluation.

McCarron-Dial Systems, Dallas, Tex.

Note-30p.

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adults, *Clinical Diagnosis, *Diagnostic Tests, Evaluation Methods, *Job Skills, *Neurologically Handicapped, Patients (Persons), Postsecondary Education, Predictive Ability (Testing), *Psychological Evaluation, Vocational Aptitude, *Vocational Rehabilitation, Work Sample Tests

Identifiers-*McCarron Dial Evaluation System

The McCarron-Dial System is useful for both vocational and clinical evaluation of neuropsychologically disabled adults. Five factors (verbal-cognitive, sensory, motor, emotional, and integration coping) are used to predict vocational competency, which is measured by work samples and behavior scales, during the first twelve months of a client's vocational program. Wage earnings can also be predicted from level of competency. In the clinical evaluation, the instrumentation remains essentially the same, but a medical examination/history and formal neuropsychological testing are added since, the focus differs considerably. The focus is threefold: (1) diagnosis of organic brain syndrome and locus of a specific lesion; (2) determination of whether the condition is chronic or acute, and static or progressive; and (3) evaluation of the effects of brain dysfunctions on learning and adaptive behavior. A profile and detailed case history is used to illustrate the comprehensive (five-day) version of the evaluation in both a clinical and a vocational setting. A product of a comprehensive research program which began in 1970, the McCarron-Dial System has been used for rehabilitation counseling, work evaluation, clinical diagnosis, and program evaluation with adults disabled by mental retardation, cerebral palsy, emotional disorders, drug or alcohol abuse, impaired vision or hearing, and brain tumors. (CP)

ED 171 740 TM 008 762

Rose, Andrew M.

An Information Processing Approach to Performance Assessment. Final Report, November 16, 1977 through November 30, 1978.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.-AIR-58500-11-78-FR

Pub Date-30 Nov 78

Contract-N00014-76-C-0871

Note-52p.; For related documents, see TM 008 742, TM 009 193-194

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Aptitude Tests, *Cognitive Processes, *Cognitive Tests, Evaluation Needs, Higher Education, *Individual Differences, Learning Theories, Memory, Research Needs, *Task Analysis, Test Construction, Testing Problems, Test Reliability, *Test Validity, Verbal Tests

Identifiers-*Information Processing Performance Battery

An ongoing series of experiments has extended Rose's information processing approach to job performance assessment. Each study investigated cognitive tasks from the literature on memory, psycholinguistics, and visual information processing, for potential inclusion in the test battery. Each task was then evaluated against three criterion areas: (1) replicability of previous findings; (2) ease of administration and scoring, equipment demands, and reliability; and (3) construct validity, and theoretical interpretations of individual and group performance. Fourteen of the 22 tasks investigated were selected for the battery because they met the above criteria. Unresolved issues having implications for future research were identified; those related to the test battery as an assessment instrument included equipment demands, time considerations, and testing procedures. Issues related to the test battery as a research instrument centered around construct validity. (CP)

ED 171 741 TM 008 769

Duckworth, Eleanor

The African Primary Science Program: An Evaluation and Extended Thoughts.

North Dakota Study Group on Evaluation, Grand Forks.

Spons Agency-Rockefeller Bros. Fund, New York, N.Y.

Pub Date-Feb 78

Note-145p.

Available from-Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota 58202 ($5.00)

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Curriculum Development, *Curriculum Evaluation, Educational Objectives, Elementary Education, *Elementary School Science, Evaluation Methods, Experimental Curriculum, Foreign Countries, *Inquiry Training, *Intellectual Development, Learning Activities, *Manipulative Materials, *Science Instruction, Science Materials, Scientific Concepts

Identifiers-Africa, *African Primary Science Program, Piagetian Tests

The philosophy underlying the African Primary Science Program, according to the author, is that the essence of science is not merely the statement of principles; it involves the struggle to find out about the material world. This program sought to develop the intellectual alertness of the children, and improve their questioning, and problem solving processes. Anecdotes describing learning activities characteristic of this program are presented, as well as a brief description of its development and underlying philosophy. The curriculum was evaluated by comparing the performance of experimental classes and non-exposed classes on a variety of tasks using manipulative materials; the observation procedures are described in detail. The results are summarized in terms of task performance, student behavior, and development of students' potential. The appendices guidelines for evaluating a child's day-to-day progress; ways to find out from teachers whether or not the unit is working; hints for writing science units; a discussion of concepts; a brief account of problem solving tasks presented in two Massachusetts fifth grade classes; and a 93-item bibliography. (GDC)

ED 171 742　　　　　　　　　　　　　　　TM 008 770

First California Conference on Educational Evaluation and Public Policy, 1976.

North Dakota Study Group on Evaluation, Grand Forks.
Spons Agency-Rockefeller Bros. Fund, New York, N.Y.
Pub Date-Feb 77
Note-76p.
Available from-Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota 58202 ($2.00)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Decision Making, *Educational Assessment, *Educational Policy, Elementary Secondary Education, *Evaluation, Evaluation Methods, *Evaluation Needs, Higher Education, *Opinions, Policy Formation, Program Evaluation, Social Values, Standardized Tests, Student Testing, *Testing Problems
Identifiers-*Evaluation Problems

A number of issues regarding educational evaluation and the problems associated with the practice of evaluation were discussed at a conference held in San Francisco, California, in 1976. Participants and persons submitting position papers included evaluators, administrators, teachers, educational researchers, parents, and students. Statements of participants and excerpts from position papers were presented on the following topics: the effect of evaluation on organizations; values of humanistic evaluators; student attitudes that standardized tests are unfair; student responses to testing; student evaluation needs; political influences on a school system's decision making; parents' confusion; alternatives to standardized testing; and teachers' perceptions of evaluator bias. A variety of problems associated with current program evaluations were discussed, and alternative methods were also proposed. A panel discussion was also held on cultural differences, white middle class values, the values of decision makers, social science research, tracking of students, and the concept of failure as these topics relate to educational evaluation. (GDC)

ED 171 743 TM 008 772

Olson, Paul

A View of Power: Four Essays on the National Assessment of Educational Progress.

North Dakota Study Group on Evaluation, Grand Forks.

Spons Agency-Rockefeller Bros. Fund, New York, N.Y.

Pub Date-Dec 76

Note-44p.

Available from-Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota 58202 ($2.00)

Pub Type- Collected Works - General (020) - Opinion Papers (120) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Control, Culture Free Tests, *Educational Assessment, Educational Objectives, Elementary Secondary Education, Group Norms, Literature Appreciation, *Middle Class Values, *National Competency Tests, *National Norms, Reading Tests, School District Autonomy, *Test Bias, *Testing Problems, Testing Programs, Writing Skills

Identifiers-*National Assessment of Educational Progress

In a series of essays, the author analyzes and comments on the perceived weaknesses of the National Assessment of Educational Progress (NAEP) testing program. The basis of his criticism is that the NAEP has attempted to establish national norms, thereby disregarding the pluralistic nature of American society and the historical basis for community control of education; that NAEP has offered a facade of national consensus by ignoring input from many minority groups; and that local and less powerful groups have been asked to assess themselves in a context established by more powerful establishment groups. The author reviews the NAEP's literature, writing and reading components, and finds them oriented toward Western culture, unrelated to a meaningful context for ethnic groups and geared to skills which are not environment-specific and are dictated by the need to satisfy a national norm. The author recommends local context-specific assessment programs by which the community can determine whether it is developing a solid educational program and preparing children to function in the national, as well as local, society. (MH)

ED 171 744 TM 008 810

Mercer, Maryann

Answer Changing and Students' Test Scores.

Pub Date-Apr 79

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Tests, Age Differences, *Answer Sheets, Content Analysis, Elementary Education, Low Ability Students, Mathematics, *Objective Tests, Reading, *Response Style (Tests), *Scores, Sex Differences

Identifiers-*Answer Changing (Tests), Out of Level Testing

The effects of objective test answer changing on total test scores of students in grades 4 through 7, and the influences of sex, grade level, test content, and their interrelationships were examined. Standardized tests in reading and mathematics were administered at grade level and out-of-level. Answer changing was assessed by observing responses and erasures on the answer sheets. Results indicated: (1) answer changing increased total test scores; (2) high scoring students did not make significantly fewer answer changes than low scoring students; (3) males made significantly more wrong-right answer changes than females in mathematics tests at grade level; (4) sex and the interaction between sex and grade level did not influence the proportion of total answer changes; (5) sex, grade level, and their interaction did not influence the proportion of total wrong-right answer changes; and (6) test content appeared to be related to the proportion of total wrong-right answer changes, although there was no consistent pattern over the student/test grade level groups. (MH)

ED 171 745 TM 008 814

Wilsman, Margaret

Students' Conceptual Systems as a Predictor of Modes of Self-Evaluation.

Pub Date-Apr 79
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Cognitive Development, *Cognitive Processes, Concept Formation, *Evaluation Methods, Higher Education, Individual Differences, Personality Development, *Self Evaluation, *Test Interpretation, Undergraduate Students

The questions of whether undergraduate students use different processes in evaluating their own learning in a course, and whether such differences are related to differences in personality development or cognitive development were studied. It was predicted that students possessing well developed abstract conceptual structures would show a more deliberate use of the evaluation process and a greater degree of differentiation in their self evaluation. Levels of conceptual development of undergraduates in a home economics education curriculum were measured. Results of assessing students' self evaluation, correlated with scores of conceptual level, indicated that most students' judgments were based on personal expressions of goodness or badness rather than on objective references. Little or no differentiation was observed in their judgments, nor were conditional judgments indicated. It was concluded that educators should examine not only the content of students' self evaluations, but also the

contexts'' of their judgments and the processes used, and that if students' evaluations are used as a basis for planning learning and instruction, this may undermine the intellectual aims of education. It was suggested that students' self evaluations may be used to aid them in developing higher cognitive and motivational orientations. (MH)

ED 171 746 TM 008 824

Pohlmann, John T.

Controlling the Type I Error Rate in Stepwise Regression Analysis.

Pub Date-Apr 79
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979); appendices marginally legible
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Computer Programs, *Error Patterns, *Mathematical Models, *Multiple Regression Analysis, Predictor Variables, Research Design, Statistical Analysis, *Statistical Studies, *Tests of Significance
Identifiers-*Stepwise Regression, *Type I Errors

Three procedures used to control Type I error rate in stepwise regression analysis are forward selection, backward elimination, and true stepwise. In the forward selection method, a model of the dependent variable is formed by choosing the single best predictor; then the second predictor which makes the strongest contribution to the prediction of the dependent variable is chosen, controlling for the effects of the first variable. The process continues so that the variable chosen increases the prediction potential, until remaining variables fail to make any contribution. Backward elimination begins with a model containing all predictors; and, at each step, a variable is eliminated if its removal results in the smallest reduction of effectiveness. True stepwise procedure is a variant of forward selection. To test these procedures, a Monte Carlo computer program, written in FORTRAN IV, was prepared. The results support two conclusions: (1) the probability of erroneously forming a regression model increases as a function of the number of predictors; and (2) as the inter-predictor correlation increases, the probability of making errors decreases. Therefore, the number of predictors and the inter-predictor correlation should be considered when attempting to solve an error rate problem. (MH)

Korfhage, Mary Margaretha

The Purpose of Commonality Analysis: Description and Prediction.

Pub Date- Apr 79
Note-8p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Mathematical Models, *Multiple Regression Analysis, *Predictive Measurement, Predictor Variables, *Research Problems, Suppressor Variables
Identifiers-*Commonality Analysis

The uses and restrictions of commonality analysis are described. Commonality analysis has been increasingly used as a method to examine the relative importance of independent variables, through the partitioning of variance among the variables of the regression equation into unique and common components. The effects of all other independent variables are partialed out, and the effect is attributed to the variable of interest. Problems are encountered, using this method. One limitation involves the possibility of negative commonalities, which can occur when one variable negates or suppresses another. A second problem is the proliferation of commonality components as more independent variables are added, and the resulting difficulty of making substantive interpretations. The third difficulty is that commonality analysis does not help to differentiate between situations in which high commonalities are the result of using duplicative variables and situations in which high commonalities reflect causal relationships. It is concluded that commonality analysis should be limited to research which has as its objectives either description or prediction. (MH)

ED 171 748 TM 008 835

Woodcock, Richard W.
Woodcock-Johnson Psycho-Educational Battery. Technical Report.
Teaching Resources Corp., Boston, Mass.
Pub Date-77
Note-14p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests, Adults, Aptitude Tests, *Cognitive Tests, Elementary Secondary Education, Interest Tests, *National Norms, Postsecondary Education, *Predictive Ability (Testing), Preschool Education, *Test Reliability, *Test Validity
Identifiers-*Woodcock Johnson Psychoeducational Battery

The Woodcock-Johnson Psycho-Educational Battery is a wide-range comprehensive set of individually administered tests, with norms provided from the preschool to the geriatric level. Part one contains twelve subtests of academic ability and aptitude. Part two contains ten subtests measuring academic achievement. The final section measures scholastic and nonscholastic interests. Norms were based upon a nationwide sample of 4,732 subjects, proportioned to match the exact distribution of sex-by-race, region-by-urbanization, and occupational status of the U.S. population. Concurrent validity was gathered by comparing results of standardized tests administered concurrently with the reading, mathematics, written language, and knowledge aptitude subtests from part one of the battery. These same subtests were also used to predict achievement on the corresponding achievement subtests in the battery. (Fifteen tables report norms, reliability, and validity mainly as cluster scores). (CP)

ED 171 749 TM 008 838

Wolfle, Lee M.

Unmeasured Variables in Path Analysis.

Virginia Polytechnic Inst., Blacksburg.
Spons Agency-National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Pub Date-Apr 79
Contract-300-78-0561
Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Computer Programs, *Critical Path Method, Cultural Differences, Data Collection, *Mathematical Models, *Predictor Variables, Racial Differences, Research Problems, Senior High Schools, Socioeconomic Influences, *Standard Error of Measurement, *Statistical Bias, Statistical Studies
Identifiers-LISREL Computer Program

Structural equation models incorporating unmeasured variables make possible the rigorous testing of theories previously difficult to test adequately because of fallible measures of the theoretic variables. This paper first discusses a simple causal model; incorporating a single unmeasured variable for the purpose of exposition. A substantive example follows, incorporating several unmeasured variables for which multiple indicators were available. Joreskog's LISREL model for the analysis of linear structural relationships was used. The problem studied concerned the processes of educational attainment among several ethnic groups. The most important substantive conclusion was that measurement errors differ between ethnic groups and that ignoring errors leads to biased estimates of structural effects. However, application of LISREL depends on the collection of appropriate data. Unless the data have been collected by appropriate procedures, and unless the model is adequately specified, LISREL is unlikely to produce definitive results. (Author/CTM)

ED 171 750 TM 008 851

Feldmesser, Robert A.
Minimum Competence As An Individual Right.
Pub Date-Oct 78
Note-19p.; Paper presented at the Conference on Minimum Competency Achievement Testing of the American Educational Research Association (Washington, D.C., October 12-14, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Basic Skills, *Civil Liberties, College Role, *Educational Certificates, Equivalency Tests, Graduation Requirements, Higher Education, Junior Colleges, *Minimum Competency Testing, Performance Based Education, Remedial Instruction, Secondary Education, *State Standards, *Student Certification, Student Rights, Testing Problems

After reviewing three current approaches to handling students who fail to meet minimum competency standards, the author proposes a new approach to minimum competency testing. The three common reactions are: (1) doing nothing to help failing students; (2) denying students their high school diplomas; and (3) requiring students to take remedial courses before receiving their diplomas. To avoid the punitive nature of these reactions, the author suggests that meeting minimum competency standards be viewed as an individual's right, if these standards represent skills which one needs to survive in contemporary society. The mechanism for establishing this right involves issuing a certificate to any state resident who meets standards set by the appropriate state agency. This certificate is separate from a high school diploma, which local school districts would continue to award according to standards they had set. Every resident who could not meet the minimum standards would have the right to take remedial instruction, at public expense, for as long as necessary. The author suggests that community colleges be the agency designated to offer the remedial courses for those residents who elect to meet minimum competence standards. (MH)

ED 171 751 TM 008 952

Beard, Jacob G. Pettie, Allan L.

A Comparison of Linear and Rasch Equating Results for Basic Skills Assessment Tests.

Pub Date-Apr 79
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Basic Skills, Communication Skills, Comparative Statistics, Complexity Level, Elementary Education, Elementary School Mathematics, *Equated Scores, *Goodness of Fit, Grade 3, Grade 5, *Item Analysis, *Mastery Tests, *Test Items
Identifiers-Florida Statewide Assessment Program, *Linear Equating Method, *Rasch Scaled Scores

Test results from the Florida Educational Assessment of third and fifth grade communications and mathematics skills were used to compare linear and Rasch equating results. The samples consisted of over 5,000 cases for each grade and content area. The tests contained some items common to both the 1976 and 1977 test forms, but no fewer than 20 percent of the total number of items in each test. Item discrimination and shifts in calibration were examined. Analysis indicated that there was little instability in each set of common items; that each set of common items contained a low proportion of misfitting items based on the discrimination index; and that the total tests contained a low proportion of misfitting items compared to Anchor Test Study data. Results indicated close similarity in reference T scores and high comparability between linear and Rasch equating results. Rasch procedures appeared to be applicable to negatively skewed mastery tests of basic skills. The common items demonstrated stability in difficulty parameter estimates, and very few items did not fit the model using the discrimination criterion. It was concluded that Rasch equating was comparable to linear equating in the analysis of longitudinal trends in basic skills achievement. (MH)

ED 171 752 TM 008 954

Scerba, John R.

Compatibility of Teaching Strategies and Learning Styles as a Determinant of Academic Success.

Pub Date-Apr 79
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Cognitive Style, College Instruction, College Mathematics, *Course Evaluation, Dropout Rate, Effective Teaching, English Instruction, Junior Colleges, *Student Teacher Relationship, Teacher Evaluation, *Teaching Styles
Identifiers-Aptitude Treatment Interaction

The effectiveness of matching learning styles of community college students to similar teaching strategies in English and mathematics courses was investigated in relation to (1) academic success in courses; (2) attitudes toward the instructor and the course; and (3) attrition rate in courses. Five hypotheses were tested: students would have significantly higher grades; students would have significantly higher Florida State Wide Twelfth Grade Test (FTG) scores; teachers would be evaluated more positively; courses would receive higher ratings; and attrition rates would be lower. Major findings indicated no significant first order interaction effects between learning and teaching styles. However, there was a significant second order interaction effect on grades among learning style, teaching style, and course. Other interactions were found between teaching style and subject on teacher and course evaluations; among the course, teacher and course evaluations, and attrition rate; between learning style and FTG scores; and between sex and course grades. Some implications are that students may have an eclectic approach to learning; that teaching style is one factor to consider in interpreting teacher and course evaluations; and that a direct experience teaching style may reduce class attrition. (MH)

Frankiewicz, R. G. Thompson, B.

Development and Comparison of Analytical Techniques for Measuring Attitudes Toward Teacher Brinkmanship Behavior.

Pub Date-10 Apr 79

Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitude Tests, Comparative Statistics, *Factor Analysis, Measurement Techniques, Overt Response, Rating Scales, Semantic Differential, Statistical Analysis, *Teacher Alienation, *Teacher Attitudes, *Teacher Behavior, *Teacher Role

Analytical strategies for examinining attitudinal data about teacher brinkmanship behavior collected in a semantic-differential format, and delineating the qualitative distinctions among types of brinkmanship behavior are suggested. Teacher brinkmanship is described as behavior which expresses dissatisfaction with facets of the roles teachers are expected to perform; this dissatisfaction is typically manifested so as not to threaten those responsible for administering the situation. Twelve types of behavior are assigned to three categories: (1) subversive or exaggerated obedience; (2) tightroping; and (3) boundary testing. The evaluation of brinkmanship is accomplished by measuring teachers' attitudes toward brinking acts of their colleagues rather than by direct observation of teachers engaged in brinkmanship. Variations of two techniques for two-mode factor analysis, pooled R-technique and pooled T-technique factor analysis, are developed and compared. The pooled R-technique may be submitted to factor-analytic procedures satisfying any of three different objectives: reducing variables to a more manageable set; exploring the feasibility of additional attitudinal parameters; or validating the existence of a conjectured set of attitudinal parameters. When a reasonable amount of certainty exists about the attitudinal dimensions underlying the domain of brinking acts, the pooled T-technique factor analysis can be used. (Author/MH)

ED 171 754 TM 008 960

Follins, Johnnie R.

Diagnostic Targeted Assistance (DTA): A Process to Assess Qualitative and Quantitative Involvement of Parents in the Clark College Home-School Partnership Model (HSPM).

Pub Date-10 Apr 79

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Affective Objectives, *Basic Skills, Compensatory Education Programs, *Educational Diagnosis, Evaluation Methods, Family Influence, Low Income Groups, Paraprofessional Personnel, *Parent Participation, *Parent School Relationship, *Parent Student Relationship, Primary Education, Program Evaluation

Identifiers-*Diagnostic Targeted, Home School Partnership Model for Follow Through

The Diagnostic Targeted Assistance (DTA) process was developed to document the impact of the home intervention aspect of the Home School Partnership Model (HSPM), one of the models for Project Follow Through. HSPM encourages parental involvement in the learning process, in order to foster positive attitudes in parents, educators, and students towards the roles they play in the educative process. HSPM capitalizes on the positive aspects in the home environment as stimuli to learning by primary school pupils. DTA involves the classroom teacher, parents, and paraprofessional coordinators in planning and implementing a program of educational assistance. Criterion referenced tests are used to diagnose reading and mathematics levels for children in kindergarten through grade 3. DTA consists of six phases: (1) surveying the home-family-child environment; (2) diagnosing basic skills learning difficulties; (3) analyzing and classifying learning difficulties; (4) planning diagnostic targeted assistance; (5) implementing the assistance; and (6) evaluating pupil progress and modifying the diagnosis. DTA is in an early stage, and requires further refinement and evaluation. (MH)

ED 171 755 TM 008 989

Linowes, David F.

Privacy and the Protection of Human Subjects in Educational Research.

Pub Date-10 Apr 79
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business Responsibility, *Civil Liberties, Computer Science, Confidentiality, *Confidential Records, Disclosure, *Educational Research, Government Role, Information Needs, *Information Utilization, *Privacy, Research Methodology, *Research Needs, Technological Advancement

There is increasing conflict between the individual's right to privacy and the need for information about individuals by private and governmental institutions; these opposing forces need to be balanced. Two phenomena which have exacerbated this problem are the rapid advances in computer technology and the increasing demands of the individual on government and business. The United States Privacy Protection Commission made 162 recommendations to resolve this problem. Six guidelines applied specifically to educational researchers: (1) information gathered for research should not be used to influence decisions directly affecting an individual unless that person agrees; (2) disclosure of individually identifiable records may only be made under certain conditions; (3) no one should be forced to disclose personal information unless required by law; (4) a review process should be instituted to protect the individual's right to confidentiality against abuse; (5) if guidelines are followed, individuals should have access to their identifiable records when that information is used for purposes other than research; and (6) if information is disclosed without the assurance that it will not be used directly against the individual, the person should be notified and have access to the records. (MH)

ED 171 756 TM 009 001

Gustafsson, Jan-Eric

Testing and Obtaining Fit of Data to the Rasch Model.

Pub Date-Apr 79

Note-58p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Ability, Complexity Level, *Goodness of Fit, *Item Analysis, *Mathematical Models, Predictive Measurement, *Research Problems, Scores, Statistical Bias, Statistical Studies, Test Items

Identifiers-Maximum Likelihood Estimation, *Rasch Model

Problems and procedures in assessing and obtaining fit of data to the Rasch model are treated and assumptions embodied in the Rasch model are made explicit. It is concluded that statistical tests are needed which are sensitive to deviations so that more than one item parameter would be needed for each item, and more than one person parameter would be needed for each person. Statistical goodness-of-fit tests based on the conditional maximum likelihood estimates of the item parameters which can detect these two kinds of deviation are presented. Common sources of deviation are also identified, as are the tests needed to detect them. Problems in the use of statistical tests to assess fit are discussed and some investigations of power are presented. In relation to a distinction between use of the Rasch model as a criterion and as an instrument, the treatment of the goodness-of-fit problem in different measurement contexts is discussed. Finally, it is concluded that items which can be identified as misfitting should not be routinely excluded to obtain fit to the model; instead other actions should often be taken such as grouping of the items into homogeneous subsets. (Author/CP)

Kolen, Michael J. And Others
Using Beta Distributions to Estimate Percentile Ranks and Accumulate Norms for Student Opinion of Teaching Items. Research Report No. 90.
Pub Date-Mar 79
Note-61p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Course Evaluation, Higher Education, *Rating Scales, *Statistical Analysis, *Student Evaluation of Teacher Performance
Identifiers-Likert Scales

Members of the beta family of distributions were used to estimate percentile ranks and to accumulate normative data collected in a university-wide system for gathering student opinions about teaching including the areas of course content, objectives, instructor's behavior, teaching methods and materials, and outcomes of instruction. The fitted distributions were found to be acceptably accurate and to provide as accurate or more accurate percentile ranks than the linear interpolation method often used for this purpose. In addition, the estimation method investigated requires storage of only minimal data in order to accumulate (update) norms from year to year. The nature of the results suggests that the beta family may be a useful modeling distribution for norms or population distribution estimates on Likert-type items in other attitude and opinion research areas. (Author/MH)

ED 171 758 TM 009 007

Tittle, Carol Kehr And Others

Validity and Feasibility of a Procedure to Link Evaluation and Funding Decisions.

Pub Date- 79

Note-10p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Budgeting, *Decision Making, Educational Assessment, *Evaluation Criteria, *Grants, Information Utilization, Predictor Variables, *Program Evaluation, School Districts, State Departments of Education, *State School District Relationship, Validity, Vocational Education

A procedure to relate funding decisions and project evaluations in an annual grant program for vocational education administered by a state education department (SED) is described. Objectives of the study included developing a set of predictor variables for funding decisions, and outcome variables for evaluating decisions; determining consensus among funding decision makers are applicants so one estimate of the validity of the major variables; and testing the feasibility of obtaining necessary data to implement a procedure linking funding and evaluation data. A first estimate of validity was obtained by examining the relationship between the SED and local education agency directors' ratings and rankings of outcome and predictive impact variables. Feasibility of obtaining distribution data was also examined. Combining distribution data and judgmental data was the recommended procedure for funding and evaluation purposes. The procedure is based on a series of objectively and subjectively known data which are revised systematically and which provide standards acceptable to both decision makers and fund applicants. (Author/MH)

ED 171 759 TM 009 011

Ross, Steven M. And Others

Within-Task Adaptation of Incentives and Instructional Support for Teaching Rules.

Pub Date-Apr 79

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Complexity Level, *Contingency Management, Higher Education, Independent Study, *Individualized Instruction, Learning Processes, Mathematical Formulas, *Prediction, Predictor Variables, *Retention, *Student Motivation, Student Needs, Time Factors (Learning)

Identifiers-*Aptitude Treatment Interaction

Undergraduates in two experiments learned ten mathematical rules under different strategies of adapting instruction to individual needs. An adaptive model developed by Hansen was structured to use multiple predictors for two purposes: (1) to classify students into four independent learning style groups, thus allowing for group-based adaptation; and (2) to predict individual performance, thus allowing for instructional adaptation within groups. Results indicated that when the incentives attached to rules were adapted to individual subjects' predicted rule scores (high prediction low incentives, and vice versa), retention was facilitated relative to treatments which varied incentives in a non-adaptive manner or held them constant across all rules. A more finely-graded incentive distribution (five different levels) was more advantageous than a less finely-graded one (three different levels). Additional findings showed that the benefits of differential incentives increased when the strategy was used in combination with individualized adaptation of the quantity of support material prescribed. These strategies are valuable because they allow students the freedom to self-manage, while arranging incentives and practice opportunities so as to promote retention. (Author/CP)

ED 171 760 TM 009 193

Rose, Andrew M. Fernandes, Kathleen

An Information Processing Approach to Performance Assessment: I. Experimental Investigation of an Information Processing Battery. Technical Report No. 1, April 1, 1977 through November 15, 1977.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.-AIR-58500-TR

Pub Date-25 Nov 77

Contract-N00014-76-C-0871

Note-104p.; For related documents, see TM 008 742, TM 008 762, TM 009 194

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Aptitude Tests, *Cognitive Processes, Cognitive Tests, Higher Education, *Individual Differences, Learning Theories, Memory, *Task Analysis, Test Construction, Testing, Test Reliability, *Test Validity, *Verbal Tests

Identifiers-*Information Processing Performance Battery

An information processing approach was applied to the development and validation of a test battery intended for personnel selection, classification, and guidance; and design of training programs. The approach specifies that test should measure specific cognitive processes and basic abilities, rather than prior experience. Tests should be short, easy to administer, statistically independent, and reliable. Taken as a whole, the test should not be designed to predict ability or interest in a particular job. The following tasks were selected from the literature on memory, psycholinguistics, and visual information processing for possible inclusion in the battery: (1) letter classification; (2) lexical decision making; (3) graphemic and phonemic analyses; (4) short term memory scanning; (5) memory scanning for words and categories; (6) linguistic verification; (7) recognition memory; and (8) semantic memory retrieval. The tasks were administered twice to 54 college students. Results replicated previous experimental findings with similar paradigms. Statistical data on reliability, construct validity, practice effects, and response distributions established the adequacy of all eight tasks as measures of individual differences. All were selected for inclusion in the battery. (Sample items from each task are appended.) (CP)

ED 171 761 TM 009 194

Fernandes, Kathleen Rose, Andrew M.

An Information Processing Approach to Performance Assessment: II. An Investigation of Encoding and Retrieval Processes in Memory. Technical Report No. 2, November 16, 1977 through November 30, 1978.

American Institute for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.-AIR-58500-TR

Pub Date-30 Nov 78

Contract-N00014-76-C-0871

Note-73p.; For related documents, see TM 008 742, TM 008 762, and TM 009 193

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults, Aptitude Tests, *Cognitive Processes, *Cognitive Tests, *Individual Differences, Learning Theories, Memory, *Task Analysis, *Test Construction, Testing, Test Reliability, Test Validity, Verbal Tests

Identifiers-*Information Processing Performance Battery

An information processing approach was applied to the development and validation of a test battery intended for personnel selection, classification, and guidance; and design of training programs. The approach specifies that tests should measure specific cognitive processes and basic abilities, rather than prior experience. Tests should be short, easy to administer, statistically independent, and reliable. Taken as a whole, the test should not be designed to predict ability or interest in a particular job. Twenty-two adults were tested twice on the following tasks: (1) free recall (control, concrete and abstract); (2) running recognition; (3) interference susceptibility; (4) list differentiation; (5) situational frequency; and (6) memory span. The tasks were evaluated for ease of administering and scoring, replicability, and ability to measure individual differences. All tasks passed the first criterion and all but task 3 passed the second; however, most were unable to demonstrate individual differences on a variety of attributes they seemed more related to a general encoding and storage skill. All but task 3 were selected for the battery. (Sample items from each task are appended.) (CP)

ED 171 762 TM 009 209

Popham, W. James
Classroom Implications of Criterion-Referenced Tests. Curriculum Instruction Evaluation.
Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-76
Note-10p.
Available from-Instructional Objectives Exchange, P. O. Box 24095, Los Angeles, California 90024 ($2.95)
Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Academic Achievement, *Achievement Tests, *Criterion Referenced Tests, Curriculum Evaluation, *Educational Assessment, Educational Objectives, Elementary Secondary Education, *Evaluation Needs, *Norm Referenced Tests, Standardized Tests, Testing Problems, *Test Results, Test Selection

Criterion-referenced and norm-referenced tests are compared, and norm-referenced tests are found to have inadequacies as a basis for evaluation or instructional improvement. Disadvantages of norm-referenced tests, which measure a student's performance relative to the performance of other students, are: (1) mismatches between local curriculum and what is measured by standardized tests; (2) anxiety and frustration caused by imprecise knowledge of needed skills improvement; and (3) tendency to omit test items which measure the knowledge teachers consider most important, in order to obtain a large degree of response variance. Advantages of well-constructed criterion-referenced tests include pinpointing necessary curriculum changes; devising effective instructional sequences to attain needed competencies through task analysis, task description, and practice; and aiding in course evaluation. Criterion-referenced tests may be obtained from one of several sources: commercial test publishers, local school district production, or test development agencies. Attributes of well-constructed criterion-referenced tests include a description of what the measured performance means; a sufficient number of test items to measure each specified behavior, and reliability and validity. (MH)

ED 171 783 TM 009 212

Ward, Mary Jane, Ed. Lindeman, Carol Ann, Ed.
Instruments for Measuring Nursing Practice and Other Health Care Variables: Volume 1 Public Health Service (DHEW), Arlington, Va. Div. of Nursing.
Report No.-DHEW-HRA-78-53; DHEW-HRA-78-54
Pub Date-79
Contract-N01-NU-44128
Note-842p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Stock Number 017-022-00629-4, 017-022-00628-6, no price available)
Pub Type- Tests/Questionnaires (160) - Reports - Evaluative (142)
EDRS Price - MF05/PC34 Plus Postage.
Descriptors-Affective Tests, Diagnostic Tests, Measurement Instruments, *Measurement Techniques, *Medical Care Evaluation, Nurses, *Nursing, *Patients (Persons), *Test Reviews

This two-volume compilation classifies, describes, and critiques 159 clinical nursing instruments; 140 which measure psychosocial variables, 19 which measure physiological variables Instruments are in various

formats: paper and pencil tests, questionnaires, interview schedules, observation guides, rating scales, and mechanical devices such as electrocardiographs. The physosocial instruments are classified by variable measured (cognitive, affective, health status, and so on) and subdivided by type of respondent (health care provider, client, or significant others). Each psychosocial instrument is described as follows: title, author, variable, nature and content, development, reliability and validity, research applications, comments, references, source of information, and copyright information; 135 of the instruments are reproduced here. The physiological tools are classified by body system and described as follows: title, variable, parameters, research applications, description, and comments. The compilation focuses upon nursing practice, not nursing education, and stresses patient variables rather than nurse variables. Instruments were selected from the published literature in health care, education, psychology, and the social sciences. The appendices contain background information on instrument selection, and author, title, and subject indices. (CP)

Home Economics. Grades 10-12.

Instructional Objectives Exchange, Los Angeles, Calif.
Spons Agency-California Univ., Los Angeles. Center for the Study of Evaluation.; Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.
Pub Date-70
Note-119p.; For related document, see TM 009 216
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors-Child Rearing, Clothing, Clothing Design, *Cognitive Objectives, Cognitive Tests, Consumer Economics, *Consumer Education, Criterion Referenced Tests, Educational Objectives, *High School Curriculum, *Home Economics Skills, Homemaking Skills, Housing Needs, *Item Banks, *Pregnancy, Senior High Schools, *Situational Tests, Test Items, Textiles Instruction

This collection contains 41 cognitive objectives and related test items for home economics, grades 10-12. It is organized into the following categories: child development (home discipline); clothing and textiles, consumer practices; design principals; health services, home management and family economics; housing; and pregnancy. Each objective is stated operationally, and is limited and defined by a category and sub-category. The majority of objectives are accompanied by six sample items. In most cases, a correct answer is provided; however, if there is no single correct answer, sets of possible answers or suggested criteria for evaluating student responses are provided. The collection includes multiple choice, open-ended, and situational tests, floor plans, and anatomical diagrams. (CP)

ED 171 765 TM 009 214

Auto Mechanics: Grades 10-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency-California Univ., Los Angeles. Center for the Study of Evaluation.; Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Pub Date-70

Note-274p.

Available from-Instructional Objectives Exchange, P. O. Box 24095, Los Angeles, California 90024 ($9.95)

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors-*Auto Mechanics, *Behavioral Objectives, *Course Objectives, Educational Objectives, *High School Curriculum, *Item Banks, *Performance Tests, Senior High Schools, Test Items

A collection of 185 objectives and related test items for students studying auto mechanics in grades 10 through 12 is provided. Auto tune-up and repair skills are emphasized. The objectives are divided into two sections: objectives calling for demonstrations of the processes, and objectives requiring written responses. Most objectives contain three elements: (1) the objective stated in operational terms; (2) a test item which tests acquisition of the desired behavior; and (3) a means for evaluating the adequacy of the response. (MH)

ED 171 768 TM 009 216

Home Economics: Grades 7-9.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency-California Univ., Los Angeles. Center for the Study of Evaluation.; Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Pub Date- 68

Note-155p.; For related document, see TM 009 213

Available from-Instructional Objectives Exchange, P. O. Box 24095, Los Angeles, California 90024 ($9.95)

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors-Child Rearing, Clothing, *Cognitive Objectives, Cognitive Tests, Consumer Economics, Consumer Education, Criterion Referenced Tests, Decision Making, Educational Objectives, *Family Management, Foods Instruction, *High School Curriculum, *Home Economics Skills, Homemaking Skills, *Item Banks, Junior High Schools, Nutrition, *Situational Tests, Test Items, Textiles Instruction

This collection contains 74 cognitive objectives and related test items for home economics instruction in grades 7-9. It is organized into the following categories: child development including toys, babysitting, and home discipline; clothing and textiles; consumer practices; foods and nutrition; and home management and family economics. Each objective is stated operationally and is limited and defined by a category and sub-category. The majority of objectives are accompanied by six sample items. In most cases, a correct answer is provided; however, if there is no single correct answer, sets of possible answers or suggested criteria for evaluating student responses are provided. (CP)

ED 171 767 TM 009 217

Business Education Bookkeeping. Grades 10-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency-California Univ., Los Angeles. Center for the Study of Evaluation.; Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Pub Date-70

Note-54p.

Available from-Instructional Objectives Exchange, P. O. Box 24095, Los Angeles, California 90024 ($9.95)

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors-*Banking, Banking Vocabulary, *Bookkeeping, *Business Skills, Business Subjects, *Cognitive Tests, Educational Objectives, *High School Curriculum, *Item Banks, Payroll Records, Performance Tests, Recordkeeping, Senior High Schools, Test Items, Vocabulary Skills

This collection contains 17 objectives and related test items for bookkeeping, grades ten through twelve. The first ten objectives represent the bookkeeping cycle: journalizing, posting, preparing a trial balance, preparing a financial statement from the worksheet, making closing entries, balancing and ruling accounts, and preparing and post-closing a trial balance. Additional objectives cover handling banking transactions, handling payroll records, recording depreciation and bad debts, recording accrual and deferred expenses, and demonstrating proficiency in bookkeeping vocabulary. Each objective is stated operationally, limited and defined by a category and sub-category, and accompanied by one to six sample items. Suggestions for preparing additional items (by giving the student different sets of facts and/or figures to enter or post) are provided. Each sample item contains an answer in many instances, criteria specific to the types of records which the student must produce are also included along with a sample of the record. In addition to the specific criteria provided in each objective, general criteria for evaluating the student's work include legibility of entries and conformity to the sample item, or to textbook or classroom practice. (CP)

ED 171 768 TM 009 218

Math: Data Relationships. Graphs, Ratios and Proportions, Statistics and Probability. Grades K-9. Revised Edition.

Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-72
Note-172p.; For related documents, see TM 009 220, 223, and 255
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160) - Reference Materials - Vocabularies/Classifications (134)
Document Not Available from EDRS.
Descriptors-*Achievement Tests, *Cognitive Objectives, Criterion Referenced Tests, Educational Objectives, *Elementary School Mathematics, Elementary Secondary Education, *Graphs, *Item Banks, Mathematical Concepts, Mathematical Vocabulary, *Probability, *Ratios (Mathematics), Secondary School Mathematics, Statistical Analysis, Test Items

To help classroom teachers in grades K-9 construct mathematics tests, fifteen general objectives, corresponding sub-objectives, sample test items, and answers are presented. In general, sub-objectives are arranged in increasing order of difficulty. The objectives were written to comprehensively cover three categories. The first, graphs, covers the interpretation and construction of different types of graphs; the correspondence between Cartesian coordinate systems and ordered pairs; and the graphical properties of linear and quadratic equations. The objectives are concerned with graphical interpretations of relations, as opposed to manipulations. The second category, ratios, focuses on practical business problems involving tax rates and insurance premiums. Statistics and probability, the third category, covers ordering data, frequency distributions, histograms and polygons, arithmetic mean, mode, median, and percentile rank. Probability concepts include sample space, favorable outcomes, empirical probability, probability ratio, per cent probability, mathematical expectation, computing factorials, permutations, combinations, Pascal's triangle, and combined probabilities of independent and interdependent events. (A glossary is appended.) (Author/CP)

ED 171 769 TM 009 219

General Business: Grades 10-12.
Instructional Objectives Exchange, Los Angeles, Calif.
Spons Agency-California Univ., Los Angeles. Center for the Study of Evaluation.; Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.
Pub Date- 68
Note-59p.
Available from-Instructional Objectives Exchange, P. O. Box 24095, Los Angeles, California 90024 ($9.95)

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-*Achievement Tests, Banking, Behavioral Objectives, *Business Subjects, Cognitive Objectives, Communications, Consumer Economics, *Course Objectives, Credit (Finance), Educational Objectives, *High School Curriculum, Insurance Programs, *Item Banks, Job Search Methods, Merchandising, Money Management, Multiple Choice Tests, Payroll Records, Secondary School Mathematics, Senior High Schools, Test Items, Vocabulary, Vocabulary Skills

Thirty-five objectives and related test items assessing general business skills taught in grades 10 through 12 are included in this collection. Each objective is stated in operational terms and identified by a subject area within the hood category of general business. Objectives include the desired behavior and subject content so that students are required to demonstrate mastery of the processes and concepts pertinent to the general field of business. Most of the objectives require performance depreciation and bad debts, recording accrual and deferred expenses, and than constructing responses. Business subjects for which objectives and test items have been written include money and banking; consumer buying and credit; economic risks (insurance); money management, communication and transportation; sales and merchandising; and business mathematics. Each objective contains three elements: the objective, test items, and means of judging the adequacy of student responses. (MH)

ED 171 770 TM 009 220

Math: Symbolism and Notation. Sets, Numeration and Sentences and Logic. Grades K-9. Revised Edition.

Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-72
Note-134p.; For related documents, see TM 009 218, 223, and 255
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160) - Reference Materials - Vocabularies/Classifications (134)

Document Not Available from EDRS.

Descriptors-*Achievement Tests, Arithmetic, Cognitive Objectives, Criterion Referenced Tests, Educational Objectives, *Elementary School Mathematics, Elementary Secondary Education, *Item Banks, Mathematical Concepts, *Mathematical Logic, Mathematical Vocabulary, *Numbers, Secondary School Mathematics, *Set Theory, Symbols (Mathematics), Test Items

To help classroom teachers construct mathematics tests, nineteen general objectives, corresponding sub-objectives, sample test items, and answers are presented. In general, sub-objectives are arranged in increasing order of difficulty. The objectives were written to comprehensively cover three categories: (1) set theory; (2) numeration (Roman, Hindu-Arabic numerals, scientific, expanded and exponential notation, modulus numbers, and base conversions; and (3) statements, sentences and logic (truth values, relational symbols, Venn diagrams, structural concepts and laws, and word problems). (A glossary is appended.) (Author/CP)

Business Education Business Law: Grades 10-12.

Instructional Objectives Exchange, Los Angeles, Calif.
Spons Agency-California Univ., Los Angeles. Center for the Study of Evaluation.; Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.
Pub Date- 68
Note-107p.
Available from-Instructional Objectives Exchange, P. O. Box 24095, Los Angeles, California 90024 ($9.95)
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-*Business Subjects, *Course Objectives, Educational Objectives, *High School Curriculum, *Item Banks, *Legal Education, Legal Problems, Senior High Schools, *Situational Tests, Test Items
Identifiers-*Business Law

Thirty-seven objectives and related test items for business law courses taught in grades 10 through 12 are organized into the following categories: (1) foundations of law; (2) law of contracts, property, and negotiable instruments; (3) business relations and business organizations; and (4) vocabulary. Each objective contains three elements: the objective, test items, and means for judging the adequacy of student responses. Most objectives have six sample test items, each of which is designed to assess the acquisition of a desired behavior. Most test items are hypothetical descriptions of situations and require problem analysis in order to determine the legal implications. Objectives in this collection are based on California law. (MH)

ED 171 772 TM 009 222

Business Education Secretarial Skills. Grades 10-12.
Instructional Objectives Exchange, Los Angeles, Calif.
Spons Agency-California Univ., Los Angeles. Center for the Study of Evaluation.; Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.
Pub Date-70
Note-172p.
Available from-Instructional Objectives Exchange, P. O. Box 24095, Los Angeles, California 90024 ($9.95)
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-Behavioral Objectives, Business Correspondence, *Business Education, Business English, *Business Subjects, Communication Skills, *Course Objectives, Educational Objectives, *High School Curriculum, *Item Banks, Office Machines, Office Practice, Senior High Schools, Stenography, Test Items, Typewriting

The secretarial skills collection is composed of 47 objectives and related test items designed for business education courses in grades 10 through 12. Objectives are organized into the following categories: (1) typing; (2) shorthand; (3) office machines; (4) office practice; and (5) business English and communication. Each objective contains three elements: the objective, test items, and means for judging the adequacy of student responses. Behavioral aspects and content of the objective have been selected so that students are required to master process skills and basic concepts. (MH)

Math: Figure and Object Characteristics. Measurement and Geometry. Grades K-9. Revised Edition.

Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-72
Note-107p.; For related documents, see TM 009 218, 220, and 255
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160) - Reference Materials - Vocabularies/Classifications (134)
Document Not Available from EDRS.
Descriptors-*Cognitive Objectives, Cognitive Tests, Criterion Referenced Tests, Diagrams, Educational Objectives, *Elementary School Mathematics, Elementary Secondary Education, Geometric Concepts, *Geometry, *Item Banks, *Measurement, *Plane Geometry, Scientific Concepts, Secondary School Mathematics, Test Items

To help classroom teachers construct mathematics tests, thirty-seven general objectives, corresponding sub-objectives, sample test items, and answers are presented. In general, sub-objectives are arranged in increasing order of difficulty. The objectives were written to comprehensively cover two categories: measurement and geometry. Measurement sub-objectives are organized around the following scientific/mathematical concepts or types of measurement: accuracy, error, and precision; length; area; volume; angles; time; weight; temperature; dry measures; monetary measures; scale drawings; and proportional measures. Geometry sub-objectives cover basic concepts and terms of plane geometry, specific plane geometric figures, geometric-constructions, and properties of geometric solids. (A glossary is appended.) (Author/CP)

ED 171 774 TM 009 225

College Placement and Credit by Examination: 1978 Guide to Institutional Policies. Advanced Placement Program. College-Level Examination Program. Achievement Tests. Test of Standard Written English.

College Entrance Examination Board, New York, N.Y.
Pub Date-78
Note-452p.; For related document, see ED 123 987
Available from-College Board Publication Orders, Box 2815, Princeton, New Jersey 08541 ($6.95)
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Standards, Administrative Policy, Advanced Placement Programs, *College Credits, College Entrance Examinations, *College Placement, Colleges, *Equivalency Tests, Higher Education, *School Policy, Universities
Identifiers-*Advanced Placement Examinations, *College Level Examination

This guide is a comprehensive listing of institutions that honor or grant credit or placement through the College Board's Advanced Placement Program (AP) or College-Level Examination Program (CLEP). Included also are colleges' policies regarding the use of the Test of Standard Written English (TSWE) and the Achievement Tests for placement purposes only. The policy information reported here was received from 1,541 colleges in response to a questionnaire mailed to each eligible institution in January, 1978. The categories under which information is given are: (1) Advanced Placement Program; (2) College-Level Examination Program; (3) Admissions Testing Program (Test of Standard Written English and Achievement Tests); (4) sophomore standing; (5) transfer students; (6) maximum credit by examination; (7) additional information; and (8) office handling correspondence. Colleges were asked to distinguish between their use of these examination for placement and for credit, and to note whether the placement or credit was offered routinely or only under additional circumstances, such as a favorable review by an academic department. The guide was developed to give college applicants, counselors, college administrators, and test developers a representative opinion with respect to educational standards. Indexes are provided. (Author/CP)

ED 171 775 TM 009 227

Popham, W. James
Setting Performance Standards.
Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-78
Note-35p.
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($3.95)
Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Academic Achievement, *Academic Standards, Cutting Scores, Decision Making, Educational Objectives, Elementary Secondary Education, Evaluation Criteria, *Minimum Competency Testing, Models, *Performance Based Education, *Student Evaluation, *Testing Problems

Guidelines for setting performance standards for minimum competency testing are suggested. Because qualitative judgments are involved, certain options should be considered, such as periodic reviews and necessary revisions of standards; use of experience-based rather than arbitrary standards; and thorough consideration of standards, even if the process is time-consuming. Major factors to examine in setting standards are the contextual considerations and particular target groups; the objectives to be attained; the gathering of relevant performance data in order to set realistic standards; an awareness of the preferences of interested groups; and the value of separate or aggregate standards. Procedures available for setting standards include: (1) informed judgment model; (2) borderline group methods; (3) contrasting groups model; (4) Nedelsky's methods; and (5) Angoff adaptation. (MH)

ED 171 776 TM 009 234

Smith, Richard M. Mitchell, Virginia P.
Improving the Predictive Ability of Placement Tests Using the Rasch Model for Scoring.
Pub Date-Mar 79
Note-28p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Placement, Complexity Level, Computer Programs, *Goodness of Fit, Grade Prediction, Higher Education, Item Analysis, Mathematical Models, *Predictive Ability (Testing), *Scoring Formulas, Statistical Studies, *Student Ability, Student Placement, Tables (Data), Test Items, *Test Validity
Identifiers-Comparative Guidance and Placement Program, *Rasch Model

To improve the accuracy of college placement, Rasch scoring and person-fit statistics on the Comparative Guidance and Placement test (CGP) was compared to the traditional right-only scoring. Correlations were calculated between English and mathematics course grades and scores of 1,448 entering freshmen on the reading, writing, and mathematics sections of the CGP. Results of correlating the three score estimates (right only, Rasch, and person-fit) with final course grades were mixed it was impossible to identify any systematic differences among the correlations. Before disregarding the Rasch model, it should be recognized that the effect of both traditional and Rasch scoring is mashed by the fact that course grade is not an interval scale; discriminant analysis cound be a solution to this problem. In defense of the model, the person-fit analysis was sensitive enough to detect even mild cases of misfit and to recommend score corrections. The BICAL computer program routine for item analysis and recalibration was recommended for test revision when inappropriate items could not be removed from standardized tests. Future studies should develop a test-revising algorithm for the PANAL computer program to provide a completely automated system of misfit identification, test revision, and ability re-estimation. (CP)

ED 171 777 TM 009 238

Suhorsky, Joseph Wall, Robert E.

A Validation Study of the Early Identification and Intervention Program Screening Instruments: A Longitudinal Study.

Maryland State Dept. of Education, Baltimore.
Pub Date-Aug 78
Note-105p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Classroom Observation Techniques, *Educational Diagnosis, *Identification, *Kindergarten Children, Learning Disabilities, Longitudinal Studies, *Predictive Validity, Primary Education, Reading Difficulty, *Screening Tests, Test Results, Test Validity
Identifiers-Maryland, *Maryland Systematic Teacher Observation Instrument

A longitudinal study was conducted in three Maryland counties to determine the predictive validity of the Maryland Systematic Teacher Observation Instrument (MSTOI) and other initial assessment instruments as screening devices to identify kindergarten children with potential reading and/cr learning difficulties. The MSTOI was also examined to determine its longitudinal validity as a predictor of children with reading and/or learning problems. Information collected in each county included data on initial tests, follow-up tests, concurrent validity, predictive validity, item analysis, and a discussion of procedures and results. It was determined that the predictive validity of MSTOI compared favorably with other initial assessment instruments. Predictive validity data on MSTOI was developed and its relationship to student progress and retention was established. Recommendations for further study are suggested. Summary tables for individual counties and combined data, descriptions of assessment instruments, and technical notes are appended. (MH)

Marshall, J. Laird Serlin, Ronald C.

Characteristics of Four Mastery Test Reliability Indices: Influence of Distribution Shape and Cutting Score.

Pub Date-Apr 79

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cutting Scores, *Mastery Tests, *Mathematical Formulas, Mathematical Models, *Scores, *Statistical Studies, *Test Reliability

Identifiers-*Skewed Distributions

Four recent indices emphasizing the interrelationships of score distribution shape, modality, mean, and variance were investigated to determine the reliability of mastery tests. Attention was focused on the values of the indices when the cutoff score was near to or far from the modes of distribution. Five types of score distributions were examined: bill shaped; highly negatively skewed unimodal; bimodal with a stronger mode at the upper end; symmetric bimodal with modes well separated; and symmetric bimodal with modes near each other. Indices examined were based on: (1) Brennan and Kane's index of dependability; (2) Huynh's single administration estimate of the kappa coefficient of agreement; (3) the mean split-half coefficient of agreement, a revision of an earlier formulation by Marshall and Haertel; and (4) Subkoviak's single administration estimate of the coefficient of agreement. (Results are discussed and an explanation of symbols and formulas are appended.) (MH)

ED 171 779 TM 009 240

Stetz, Frank P. Beck, Michael D.

Comments From the Classroom: Teachers' and Students' Opinions of Achievement Tests.

Note-17p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Tests, Elementary Secondary Education, National Surveys, Private Schools, Public Schools, Public School Teachers, School Surveys, *Standardized Tests, *Student Attitudes, *Student Testing, *Teacher Attitudes, *Testing Problems

Identifiers-*Test Anxiety

Approximately 3,300 teachers and 72,000 students in grades K-12 were surveyed regarding their general opinions and feelings towards standardized achievement tests. For purposes of analysis, teacher and student questionnaire responses were divided into three groups: (1) public schools systems with fewer than 500 students per grade; (2) public school systems with more than 500 students per grade; and (3) all non-public school systems. The teacher questionnaire contained eleven semantic differential scales utilizing the following bipolar adjectives: easy-hard, helpful-harmful, unbiased-biased, useful-useless, fair-unfair, valid-invalid, calm-anxious, comfortable-uncomfortable, interested-uninterested, knowledgeable-not knowledgeable, and supportive-antagonistic. The student portion was administered orally, immediately following administration of the Metropolitan Achievement Tests. Questions pertained to feelings of nervousness before taking tests, the degree of difficulty, fairness, and anxiety about the test results. Both groups had generally positive attitudes towards standardized achievement tests. (BH)

ED 171 780 TM 009 241

McConnell, John W. Bowers, Norman D.

A Comparison of High-Inference and Low-Inference Measures of Teacher Behaviors as Predictors of Pupil Attitudes and Achievements.

Pub Date-Apr 79
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Algebra, *Classroom Observation Techniques, High School Students, Rating Scales, Secondary School Mathematics, Senior High Schools, *Student Attitudes, Student Teacher Relationship, *Teacher Behavior, *Teacher Role

Data derived from a year-long study of 43 algebra classes in 13 high schools were collected to assess the differences between high-inference and low-inference measures of teacher behavior as predictors of pupil achievement and attitude change. The high-inference systems rated characteristics such as enthusiasm and clarity while low-inference measures were often frequency counts of objective, specific teaching acts. Student attitudes and achievement were measured at the beginning and end of the year. Achievement measures involved computation, comprehension, and analysis. Attitude measures included liking mathematics versus non-mathematics; mathematics fun versus dull; mathematics easy versus hard; and actual mathematics self concept. Results showed: (1) relationships of low- and high-inference measures to attitude and achievement measures were low; (2) low inference measures produced more significant correlation coefficients with achievement measures than did high-inference measures; (3) high-inference measures produced more significant correlation coefficients with attitude measures than did low-inference measures; and (4) correlations among low-inference measures and achievement measures were greater in magnitude than the correlations among high-inference measures and achievement measures. It was concluded that both types of observation instruments should be used in process-product research. (MH)

ED 171 781 TM 009 246

Oxford, Rebecca L. And Others

Making Room for Foster Children: A Criterion-Referenced Approach to ESEA Title I Migrant Program Evaluation.

Pub Date-Apr 79

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, *Criterion Referenced Tests, Educational Objectives, *Elementary School Mathematics, *Evaluation Methods, Evaluation Needs, Intermediate Grades, *Migrant Child Education, Migrant Children, Norms, *Program Evaluation, *Student Evaluation, Student Mobility, Test Construction, Test Selection

Identifiers-*Elementary Secondary Education Act Title I, Math Skills List, Migrant Student Record Transfer System, Washington

The Washington state Title I Migrant Program Evaluation project is a feasibility study designed to assess the suitability of existing normed criterion referenced tests to measuring mathematics achievement at grades four, five, and six. Objectives include judging the technical qualities and content of several normed criterion referenced tests; evaluating selected tests by administering them to a sample of migrant students; and developing specifications for an acceptable test if those available are inappropriate. The conceptual framework requires a means of establishing content domain; location of normed criterion referenced tests; guidelines for test evaluation; and appropriate sources of information to use in applying the guidelines. A subset of the Math Skills List (MSL) from the Migrant Student Record Transfer System (MSRTS) has been adopted, and some published norm referenced tests have been considered as evaluation instruments. Guidelines for test evaluation have been adopted from an existing model and cover ten categories: objectives, test items, administration, layout, reliability, cutting scores, validity, norms, test score reporting, and interpretation. Sources of information to aid in applying the guidelines include test manuals and technical papers, test item judges, field tests, and local conditions. (Activities to carry out the study are described.) (MH)

ED 171 782 TM 009 249

Powell, J. C.

Can Developmental Status Information Be Obtained From Wrong Answers?

Windsor Univ. (Ontario).

Spons Agency-International Business Machines Corp., Armonk, N.Y.; Ontario Educational Research Council, Toronto.

Pub Date-Mar 79

Note-57p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Age Differences, *Cognitive Development, Elementary Secondary Education, *Multiple Choice Tests, Postsecondary Education, *Response Style (Tests), Scoring Formulas, Statistical Analysis, *Test Interpretation, *Thought Processes

Identifiers-*Distractors (Tests), Proverbs Tests

The educational significance of wrong answers on multiple choice tests was investigated in over 4,000 subjects, aged 7 to 20. Gorham's Proverbs Test which requires the interpretation of a proverb sentence was administered and repeated five months later. Four questions were addressed: (1) what can the pattern of answer choice, across age, using frequencies of response as the raw data, indicate about the psychometric properties of learner development; (2) what process/product inferences might be drawn from these outcomes; (3) is the total correct score adequate for evaluating achievement; and (4) is the cumulative learning hypothesis valid this hypothesis implies that the principal source of meaning is found in the frequency of right answers, or in interactions between right answers. Analyses considered various interactions between two right answers, one right answer and the wrong answer in another item, wrong answers in both items, equivalent ages, and equivalent student groups. The results suggested that learning involves a complex hierarchical sequence of interactive non-linear events; analysis of error patterns is more meaningful than frequency counts; total correct scores are only adequate for evaluation of simple recall; and the cumulative learning hypothesis is not valid for complex cognitive processes. (GDC)

ED 171 783 TM 009 253

Schmidt, William H.

Measuring the Content of Instruction. Research Series No. 35.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Teaching Div.

Pub Date-Oct 78

Contract-400-76-0073

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); For related document, see ED 155 215

Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($1.50)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Tests, *Content Analysis, *Curriculum Evaluation, *Elementary School Mathematics, *Evaluation Criteria, Grade 4, Intermediate Grades, *Taxonomy, Test Validity, Textbook Evaluation

Identifiers-California Test of Basic Skills, Iowa Tests of Basic Skills, Metropolitan Achievement Tests, Stanford Achievement Tests

A taxonomy was developed for classifying instructional materials in fourth grade mathematics, as well as the content of actual classroom instruction and of achievement tests. The taxonomy is defined by the intersection of three factors and results in 468 cells: (1) mode of presentation (for example, use of graphs, tables, story problems) 3 levels; (2) nature of the numbers (single digits, fractions, geometric figures, and so on) 13 levels; (3) arithmetic operations 12 levels. This system was used to classify the mathematics subtests of four widely-used standardized achievement tests: the Stanford Achievement Test (SAT);

Iowa Test of Basic Skills (ITBS); Metropolitan Achievement Test (MAT); and California Test of Basic Skills (CTBS). Three raters classified the content of these four tests, with inter-rater reliability ranging from 60% to 90%. Results indicated sufficient variance across tests to suggest that some tests may have more content validity for a given instructional program than others. A total score on any mathematics test represents an aggregate of many content areas. Since the taxonomy was able to denote content differences among tests, it was concluded that it would also be useful for an analysis of instructional content. (GDC)

ED 171 784 TM 009 254

The National Conference on Achievement Testing and Basic Skills. March 1-3, 1978. Conference Proceedings.

National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 79
Note-38p.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Achievement Tests, *Basic Skills, Educational Accountability, *Educational Assessment, Educational Quality, Elementary Secondary Education, *Federal Government, *Government Role, Minimum Competency Testing, Research Needs, Standardized Tests, Student Testing, *Testing Problems, Testing Programs, Test Results

Extracts from the papers and position statements presented at the National Conference on Achievement Testing and Basic Skills are provided in an attempt to capture both the diversity and the consensus among the participants. Six sessions are summarized: (1) achievement tests and basic skills: the issues and the setting by Harold Howe II; (2) achievement testing: an overview of the issues with speakers Lauren B. Resnick, Vito Perrone, William W. Turnbull, Bernard C. Watson, Maria Ramirez, and Diane S. Ravitch; (3) achievement testing: the interests with comments by Richard Celeste, Albert Shanker, John Ryor, Ann Kahn, John W. Porter, Frederick H. Schultz, and Ramon C. Cortines; (4) basic skills and testing: the congressional perspective with Claiborne Pell, S. I. Hayakawa, and Michael Harrington; (5) achievement testing and basic skills: the federal response with speakers Joseph A. Califano, Jr., Patricia Albjerg Graham, John Brademas, and Mary F. Berry; and (6) sense of the conference: conclusions and recommendations by Martin Kaplan. (GDC)

ED 171 785 TM 009 255

Math: Numbers and Their Operations. Integers, Rational Numbers, Operations and Properties. Grades K-9. Revised Edition.

Instructional Objectives Exchange, Los Angeles, Calif.

Pub Date-72

Note-166p.; For related documents; see TM 009 218, TM 009 220, TM 009 223, and TM 009 255

Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160) - Reference Materials - Vocabularies/Classifications (134)

Document Not Available from EDRS.

Descriptors-*Achievement Tests, *Arithmetic, Behavioral Objectives, *Course Objectives, Criterion Referenced Tests, Educational Objectives, *Elementary School Mathematics, Elementary Secondary Education, Integers, Mathematical Concepts, Mathematical Vocabulary, Rational Numbers, *Secondary School Mathematics, Test Items

Four earlier collections of mathematics objectives grouped according to grade levels have been replaced by objectives organized by subject matter. Material is presented in a logically sequential order within each major heading. Objectives tend to start at the most elementary and progress to the most complex, so that teachers of the lower grades may only want to use the first few objectives in any section, whereas secondary school teachers may wish to concentrate on the latter objectives in a particular subject. Each category chosen was examined in order to saturate the domain with clear, concise objectives. Each domain is headed by a content general objective, followed by the objectives corresponding to that general objective. Sample items under each objective vary in difficulty, and teachers may create a criterion test for any desired set of objectives by combining four or five items that test each objective. A glossary of mathematical concepts is appended. (Author/MH)

ED 171 788 TM 009 257

Hill, Richard K.

Use of the Rasch Model to Solve Data Problems Encountered by the California Assessment Program.

Pub Date-Apr 79

Note-11p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Black Students, Caucasian Students, *Complexity Level, Cultural Differences, *Data Analysis, Item Analysis, *Mathematical Models, Primary Education, Racial Differences, Reading Achievement, *Reading Tests, Spanish Americans, State Programs, *Test Bias, *Testing Problems, Testing Programs, Test Items

Identifiers-California, California Assessment Program, Rasch Model, *Rasch Scaled Scores

Four problems faced by the staff of the California Assessment Program (CAP) were solved by applying Rasch scaling techniques: (1) item cultural bias in the Entry Level Test (ELT) given to all first grade pupils; (2) nonlinear regression analysis of the third grade Reading Test scores; (3) comparison of school growth from grades two to three, using the Reading Test; and (4) analysis of growth from grades two to three, based on the Reading Test, in the areas of word identification, vocabulary, comprehension, and study locational skills. Solution of the problems demonstrated that existing Rasch Models have practical significance and should be more widely used by educators. (MH)

ED 171 787 TM 009 258

Maxwell, Scott E.

Dependent Variable Reliability and Determination of Sample Size.

Pub Date-11 Apr 79
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Hypothesis Testing, *Mathematical Formulas, Predictor Variables, Reliability, *Research Design, *Sampling, Scores, Statistical Analysis
Identifiers-*Sample Size, *Statistical Power, Test Length

Arguments have recently been put forth that standard textbook procedures for determining the sample size necessary to achieve a certain level of power in a completely randomized design are incorrect when the dependent variable is fallible because they ignore measurement error. In fact, however, there are several correct procedures, one of which is the standard textbook approach, because there are several ways of defining the magnitude of group differences. The standard formula is appropriate when group differences are defined relative to the within-group standard deviation of observed scores. Advantages and disadvantages of the various approaches are discussed, especially Subkoviak and Levin's alternative formula. Although all of the approaches discussed are mathematically correct, the traditional approach seems most meaningful; it is recommended that researchers continue to use this formula to determine statistical power and required sample size. (Author/GDC)

ED 171 788 TM 009 262

McGuire, Christine

Issues in the Assessment of Continuing Professional Competence.

Pub Date-Apr 79

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Certification, *Evaluation Methods, *Evaluation Needs, Health Personnel, Job Skills, Medical Care Evaluation, *Personnel Evaluation, Professional Continuing Education, Professional Occupations, *Professional Personnel, Standards, Task Performance, Work Sample Tests

Identifiers-*Competence

Methods of assessing professional competence involve both licensing procedures, as well as assessment based on satisfactory performance of tasks associated with a professional's duties. Relicensing and/or mandated continuing education courses should not be used to ascertain professional competence in place of a demonstration of acquired skills because continuing education programs are not necessarily quality controlled; may not be appropriate measures of performance; and do not take into account such factors as situational constraints and pressures. Job performance should be adequately sampled in natural situations or in carefully structured simulations. Questions raised by determining competence via performance are: (1) what professions and what individuals within each profession should be assessed and how often?; (2) what is the most effective cycle for reassessment?; (3) what range or types of competencies should be evaluated?; (4) what evaluation techniques are available?; (5) what criteria should be used in judging performance?; and (6) how should standards for continued licensure or certification be set? (MH)

ED 171 789 TM 008 266

Crane, Laura R. Cech, Joseph

Title I Evaluation Models A1 and B1: An Empirical Comparison.

Pub Date-Apr 79
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Gains, Compensatory Education Programs, *Control Groups, Early Childhood Education, *Evaluation Methods, Experimental Groups, Models, National Norms, *Norm Referenced Tests, Predictive Measurement, Program Evaluation, Research Design, Scoring Formulas, *Statistical Bias, Student Testing
Identifiers-Elementary Secondary Education Act Title I, *Normal Curve Equivalent Scores, *RMC Models

Normal curve equivalent achievement gains estimates were compared with RMC Title I evaluation Models A1 and B1. The comparison focused upon the amount of bias introduced by Model A1 when its underlying assumptions were violated. The model assumes, first, that the local school population is accurately represented by the national norm group; and secondly, that the percentile standing of the treatment group on the pretest remained unchanged on the posttest in the abscence of treatment effect. Data were from a Model B1 evaluation kindergarten children were pre- and posttested with the Aural Comprehension subtest of the Stanford Early School Achievement Test, while the first and second grade children were pre- and posttested with the Woodcock Reading Mastery Test.

Comparison of the three model B1 gain estimates (unadjusted, covariance adjusted, and principal-axis adjusted), illustrated the wide variation between estimates. For kindergarten groups, the adjustments were relatively modest, but for grades one and two, the adjustments caused a dramatic shift from negative to positive estimates. Model B1 (adjusted) provided much lower estimates for kindergarten and much higher estimates for grades one and two than did Model A1. Questions were raised concerning representativeness of the norm group and validity of the equipercentile assumption. (Author/CP)

ED 171 790 TM 009 267

Fuentes, Edward J. Wisenbaker, Joseph M.

The Use of Teacher Rating of Oral English Proficiency As a Covariate in the Analysis of Reading Scores.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Pub Date-Apr 79
Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Analysis of Covariance, Elementary Education, Group Tests, Individual Tests, Informal Assessment, Language Development, *Language Proficiency, *Migrant Children, *Oral English, *Reading Achievement, Speech Skills, *Student Evaluation, *Test Validity
Identifiers-Comprehensive Tests of Basic Skills, Elementary Secondary Education Act Title I, Mat Sea Cal Oral Proficiency Tests

As part of the evaluation of the Elementary and Secondary Education Act (ESEA) Title I Migrant Program, this study investigated whether teacher judgment of oral language proficiency could be used as a covariate in analyzing the reading test scores of migrant children, so that their possible lack of English proficiency could be taken into account when considering their reading achievement. Teacher ratings of the oral English proficiency of 6,000 second, fourth, and sixth grade migrant children were obtained. Ten percent of these children were also given the MAT-SEA-CAL Oral Proficiency Tests, an individually administered test, which served as a validation of the teacher ratings. Structural equation modeling was used to estimate the relationships between the MAT-SEA-CAL test scores, reading scores on the Comprehensive Tests of Basic Skills, and teacher ratings. The findings indicated that teacher judgments may be used as a measure of migrant children's oral language proficiency and as a covariate in the analysis of reading test scores. However, the study only dealt with the use of teacher ratings for group, not individual, decisions; generalizations made on the basis of these results should consider this distinction. (Author/GDC)

ED 171 791 TM 009 389

Myerberg, N. James And Others
Annual Test Report. 1977-78.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
Pub Date-Dec 78
Note-449p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-*Academic Achievement, Achievement Tests, Cognitive Ability, College Entrance Examinations, Cultural Differences, Data Analysis, *Educational Assessment, *Educational Trends, Elementary Secondary Education, Functional Reading, Racial Differences, Sex Differences, Student Testing, *Testing Programs, *Test Results
Identifiers-Cognitive Abilities Test, Iowa Tests of Basic Skills, Maryland (Rockville), Maryland Functional Reading Test, *Montgomery County Public Schools MD, Tests of Academic Progress

Results are presented, in the form of an annual report, of the standardized test performance of elementary and secondary school students in the Montgomery County Public Schools (MCPS), Rockville, Maryland. This year, as in the past, the report includes an update of the historical record of countywide test results on the Iowa Tests of Basic Skills (ITBS), the Cognitive Abilities Test (CAT), the Tests of Academic Progress (TAP), scores from the College Board tests (CEEB), and the data from the Maryland Functional Reading Test (MFRT). This year, the test report has been expanded to include: (1) a longitudinal analysis of the test performance of students attending MCPS in both 1976 and 1978; (2) a comprehensive report of test results for individual schools, including for each school an analyses of longitudinal data and of the variations in level of achievement; (3) an analysis of the four major tests used systemwide, discussing what the test scores mean and important limitations on their utilization; and (4) a glossary of technical testing terms designed to assist in understanding this report. A breakdown of test results by racial/ethnic groups and by sex is also included. (Author/GDC)

ED 171 792 TM 009 398

Proceedings: Annual Conference of the Military Testing Association (20th, Oklahoma City, Oklahoma, October 3-November 3, 1978). Volume 1
Coast Guard Inst., Oklahoma City, Okla.
Pub Date-78
Note-1,473p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF12 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Programs, Females, Job Analysis, *Military Personnel, Occupational Surveys, *Occupational Tests, *Performance Tests, *Personnel Evaluation, *Personnel Management, Personnel Selection, Rating Scales, Recruitment, Simulation, Test Construction, Testing, Test Validity
Identifiers-*Military Testing Association

Papers presented at the Military Testing Association Conference focused on technical information and experience in the area of personnel management. Papers were contributed by representatives of American and foreign business, educational, and military communities. Topics for the 17 sections comprising the conference were: (1) Occupational surveys; (2) occupational task analysis; (3) women in the armed services; (4) general problems; (5) personnel appraisal; (6) the use of rating scales; (7) personnel selection; (8) methods of determining personnel availability; (9) validation and prediction of job performance, (10) statistical and measurement methodologies; (11) testing techniques and technology; (12) test items; (13) training programs and problems; (14) instructional evaluation and test development; (15) performance feedback; (16) performance measurement; and (17) simulators and simulation. The report of the steering committee, the by-laws of the Military Testing Association, and an index of authors and list of conferees are appended. (MH)

ED 171 793 TM 009 436

Kleinke, David J.

Item Order, Response Format, and Examinee Sex and Handedness and Performance on a Multiple-Choice Test.

Pub Date-Apr 79
Note-16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Tests, *Answer Sheets, *Complexity Level, Eye Hand Coordination, Grade 4, Intermediate Grades, Lateral Dominance, *Left Handed Writer, Multiple Choice Tests, Response Mode, Response Style (Tests), *Sex Differences, *Test Construction, Test Items, *Timed Tests
Identifiers-*Test Format

Four forms of a 36-item adaptation of the Stanford Achievement Test were administered to 484 fourth graders. External factors potentially influencing test performance were examined, namely: (1) item order (easy-to-difficult vs. uniform); (2) response location (left column vs. right column); (3) handedness which may interact with response location; and (4) sex. The total test score, a speed score, and a speeded items-correct score were the dependent variables. Three univariate 2x4 analyses of variance revealed no significant interaction effects. However, the main effect of sex was significant on all three analyses, boys outperforming girls. On the two speed-related scores, left-handed students and students taking easy-to-difficult forms were superior. The last finding is consistent with previous studies, but the sex and handedness findings were unexpected. If a test is not timed, item order and response location apparently make no difference. In conclusion, teachers constructing power tests should consider factors other than sex or handedness when deciding on order or format. (Author/CP)

MacKay, A.

Evaluation of an Elementary School French Language Program: Impact Over a Six Year Period.

Pub Date-Apr 79

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiolingual Skills, Curriculum Development, Curriculum Evaluation, Educational Assessment, Foreign Countries, Formative Evaluation, *French, Intermediate Grades, *Language Programs, *Program Evaluation, *Second Language Learning

Identifiers-Canada

Four evaluation studies were conducted of French as a second language program in grades 4, 5, and 6 in a large urban school district in western Canada. As a result of the 1972 study, which revealed major discrepancies between intended and observed outcomes, especially in oral skills, a major objectives-based curriculum was initiated. As part of the implementation of the revised curriculum: (1) objectives for each grade level stated in measurable terms; (2) time allocated for instruction increased from 90 to 150 minutes each week; (3) inservice teacher education was provided; and (4) articulation with the French program in grades 7 through 12 was coordinated. Three program evaluations, based on the new curriculum, were undertaken. In general, program evaluation showed improved performance in oral skills. Audio comprehension also improved in grades 4 and 5; but, in grade 6, audio comprehension tests favored the old program pupils. Side effects studies were not conducted. Inferences drawn from the study included the need for coordination between evaluators, program developers, and policy makers; the importance of the timing of evaluation studies; the high cost and difficulty of undertaking process evaluation; and the need for more standardized French achievement tests for Canadian elementary school students. (MH)

Douglass, James B.

Generalizability of Behavior-Specific vs. General Items for Student Ratings of Instruction.

Pub Date-Apr 79
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Analysis of Variance, *Behavior Rating Scales, Higher Education, Item Analysis, Mathematical Formulas, Rating Scales, Statistical Bias, *Student Evaluation of Teacher Performance, *Teacher Behavior, Test Items, *Test Reliability

Undergraduates in five classes were asked to rate their instructors on four general items, and on twenty-four behavior-specific items describing instructor involvement. Three reliability coefficients differing in error score assumptions were calculated for different numbers of students and items, to permit comparison of the reliabilities of both types of items. Each of the three coefficients was appropriate for a different situation. Internal consistency reliability was appropriate when no generalization was desired beyond a given set of students. Rater reliability was best when generalization beyond a given item or set of items was not needed. General reliability was appropriate when generalization was desired over both items and students. The general reliability of the behavior-specific items was higher than that of the general items, if there were relatively few students compared to items. Rater and internal consistency reliabilities exhibited the opposite results. The halo effect for the behavior-specific items was not significantly less than the general items, but the relationship was in the predicted direction. Finally, there was less leniency bias on the behavior-specific items, as predicted. (The twenty-eight items are appended). (CP)

ED 171 796 TM 009 444

Smith, Laura Spooner

Measures of High School Students' Expository Writing: Direct and Indirect Strategies.

Pub Date-Apr 79

Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Content Analysis, Essays, *Essay Tests, Evaluation Criteria, *Expository Writing, *Informal Assessment, *Objective Tests, *Performance Tests, *Scoring, Senior High Schools, Test Items, Test Reliability, Test Validity, *Writing Skills

Identifiers-*Holistic Evaluation

The relationship among writing assessment strategies which may be applicable to competency based testing was examined in a study involving 128 high school students in six English classes in grades 11 and 12. Each student wrote two essays of at least 200 words on topics designed to test expository, or explanatory writing, and completed an objective test of writing-related competencies. Two grading methods were used for the essay tests: holistic scoring; and analytic scoring based on essay focus, development, organization, supporting statements, paragraph construction, and mechanics. Results showed moderately positive relationships between scores on the objective test and scores derived from the two methods of rating the essays. There was a strong relationship across all analytic subscales used to rate essays. High correlations between analytic and holistic scores were found. Holistic rating scores may have been indirectly influenced by the uniformity of the structural characteristics of the essays, as indicated by the emergence of the mechanics and supporting statements subscales as predictors of holistic ratings. Sample essay topics, evaluation criteria, and instructions for raters are appended. (MH)

Adams, L. LaMar And Others

A Large-Scale Evaluation of Preservice Teacher Education Programs. Volumes I. and II.

Pub Date-Aug 78

Note-395p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-Curriculum Evaluation, *Educational Needs, *Educational Quality, Elementary Secondary Education, Higher Education, Needs Assessment, Participant Satisfaction, *Preservice Education, Principals, *Public School Teachers, School Superintendents, *Teacher Education Curriculum, *Teaching Skills

Identifiers-Utah

The purposes of this study were to provide an appraisal of preservice teacher education programs by Utah teachers and administrators, and to determine the extent to which public school teachers had been educated in six areas considered for possible certification by the Utah State Board of Education: (1) handling classroom discipline; (2) working with parents; (3) relating to students; (4) evaluating students' work and achievement; (5) developing students' talents; and (6) developing students' self confidence. A sample of 3,114 including 2,500 teachers and all 574 principals and 40 superintendents in the state was surveyed. Stratification of random sampling was based on level taught, locale, and educator position. Subgroup categories analyzed were educational level, locale, educator position, sex, post secondary institution attended, and years of service. Results showed that those surveyed believed that teachers have not been adequately prepared, especially in the following areas: ability to handle classroom discipline; preservice classroom experience; classroom emphasis on practical problems rather than on educational theory and philosophy; development of positive human relations skills; skills in helping students develop their talents and self confidence; training in evaluating and grading student achievement; and emphasis on teaching basic academic subjects. (Extensive appendice present responses to the questionnaires). (MH)

ED 171 798 TM 009 470

Roderick, Stephen A. And Others

Evaluation of a Successful Remedial Summer School Program.

Pub Date-Apr 79
Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Achievement Gains, Elementary Education, *Elementary School Mathematics, Individualized Instruction, Low Achievers, Parent Attitudes, Program Evaluation, *Reading Improvement, *Remedial Programs, Student Attitudes, *Summer Programs, Teacher Attitudes
Identifiers-Elementary Secondary Education Act Title I

A follow-up study was conducted of summer school programs in Ann Arbor, Michigan, which provided remedial instruction for 378 elementary school students two or more grade levels deficient in reading and/or mathematics achievement. Priority was given to Title I students. Major program elements included small teacher/pupil ratio; relaxed atmosphere; learning activities selected to meet individual needs; frequent diagnosis of pupil instructional needs; and varied activities to maintain pupil interest. Questionnaire responses from teaching and non-teaching staff, parents, and students indicated positive reactions to the program. Pre- and post-test differences indicated that a majority of students had achievement gains. The lowest gain scores were shown by first graders. Students absent two days or less had greater gains than those absent more than two days. Title I students did not have as impressive gains as non-Title I students. Students who attended two years had particularly good gains in reading comprehension. There was a preliminary indication that students attending summer school had achievement gains or less regression than students not attending summer school. (Author/MH)

ED 171 799 TM 009 506

Hecht, James T.

The Development and Structure of Professional Examinations Planned for National Use.

Pub Date-Apr 79
Note-27p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Certification, *Equivalency Tests, National Programs, Personnel Evaluation, Professional Occupations, *Professional Personnel, Scoring, *Standards, *Test Construction, Testing

The process typically employed by testing services in developing professional tests for national use is described: (1) determination of professional standards; (2) development of test specifications; (3) test construction; (4) test registration and administration; and (5) scoring, analysis, and reporting. To determine professional standards, input should be obtained from members of the profession; adequate minority group opinions solicited; standards refined; and discussions leading to consensus encouraged. Considerations in developing test specifications include the purpose of the examination; the nature of the test results, number of test items and time needed to administer the test; type of test items; the definitions of content and skill domains; test item characteristics, such as format, difficulty, and discrimination; test reliability; and test validity including face validity, content validity, and criterion related validity. Steps in developing test specifications include preparing a preliminary test outline; initiating a test specification workshop; and following up the workshop with clarification and refinement of specifications. Test construction involves test item development; field testing; test assembly; and printing. Test registration and administration involves registering examinees; establishing test centers; and administering the test. The final step involves scoring, analyses, and reporting of results. (MH)

ED 171 800 TM 009 507

Ferguson, Richard L. Brennan, Robert L.

Some Issues of Predictive Validity Related to College Admission Testing Programs.

Pub Date-Apr 79
Note-13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Entrance Examinations, Grade Point Average, *Grade Prediction, Higher Education, *Predictive Ability (Testing), Predictor Variables, *Success Factors, *Testing Problems, Testing Programs, *Test Interpretation, Test Validity
Identifiers-*American College Testing Program

Issues associated with the ACT (American College Testing) Assessment Program illustrate the need to assess college entrance examinations in terms of the variety of common predictive uses such as estimation of first year grade point average (GPA), or chances of obtaining a C average after certain semesters or in specific courses. Test developers should also be concerned with the diversity of groups and colleges to be tested. The problems professional schools face illustrate the need to examine the relationship between the predictor (test score) and the success factor (usually college GPA). Although tests are developed to spread students over a wide scale, professional school candidates score within a narrow range, thus affecting the predictive ability of the tests; the same narrow range problem applies to grades. Other prediction issues should be considered hidden variables in college admissions, use of first-year GPA as the sole criterion, specification of the measure used to predict relationships; consequences of misclassification; test bias; and inability to measure nonacademic skills. In summary, a predictive decision is practical only when its various possible uses, misuses, and relationships to ultimate goals are considered. (CP)

ED 171 801 TM 009 508

Brown, F. G. Moss, Jacque

Empirical Methods for Studying Sex Bias in Achievement Test Items.

Pub Date-9 Apr 79

Note-14p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement Tests, College Students, *Content Analysis, Females, Higher Education, Item Analysis, Males, *Performance Factors, Reading Tests, *Scores, *Sex Discrimination, *Test Bias, *Test Items

Two studies were conducted of the effects of sex biased items on achievement test scores obtained by male and female college students. Sex bias was defined as a disproportionate number of references to one sex. Study I used 1,008 classroom test items. Items were classified as male sex referent, female sex referent, no sex referent (neutral), or ambiguous sex referent (other). Data showed a small, but statistically significant, sex bias effect, whereby students performed better on items containing referents to their own sex than on other classes of items. Study II was experimental and controlled for sex bias by using two forms of a 3,000-word passage on defense mechanisms and two tests: one with predominantly male sex referents and the other with predominantly female sex referents. Half of the students took a test having the same predominant sex referents as the passage they had read; the other half took a test with the opposite sex referents predominating. There were no statistically significant effects. The results of the two studies suggest that sex bias in test items has in actuality, minimal effects on test scores. (Author/MH)

ED 171 802 TM 009 509

Brandenburg, Dale C.

Some Statistical Properties of Item Specificity in Student Ratings.

Pub Date-Apr 79

Note-29p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classification, Content Analysis, *Course Evaluation, Higher Education, *Item Analysis, Questionnaires, Rating Scales, *Student Evaluation of Teacher Performance, *Test Items, Test Reliability, Test Validity

Identifiers-*Item Specificity

Prior research has indicated that items administered to college students for rating their instructors, can be empirically as well as logically classified on a continuum from very general to specific. Three of these hypothesized classifications of item specificity global, general concept, and specific were chosen to represent this continuum. Thirty-nine Likert-type items empirically identified as members of these categories, and as members of a content domain labeled influence and security, were then compared against six statistical properties: (1) skewness in distribution of class section means; (2) between-class variance of means; (3) within-class variance among student responses; (4) ceiling effect; (5) item reliability; and (6) interquartile range. Results indicated that most items met the criteria hypothesized, although some discrepancies for the most specific items were pronounced. The differentiation among specificity levels offered an essentially content-free classification scheme. Implications were drawn for questionnaire item writing, use of results, and the evaluation of overall item quality. (Author/CP)

ED 171 803 TM 009 515

Luiten, John And Others

The Advance Organizer: A Review of Research Using Glass's Technique of Meta-Analysis.

Pub Date-Apr 79

Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advance Organizers, Age Differences, Comprehension, Educational Research, Elementary Secondary Education, Higher Education, Intellectual Disciplines, *Learning, Research Design, *Research Needs, *Retention, Student Ability, *Success Factors

Identifiers-Effect Size, Glass (Gene V), *Meta Analysis

Using Glass's meta-analysis, of which effect size'' is the fundamental measure, 135 research studies on Ausubel's advance organizer theory were reviewed to determine its effect on learning and retention. Variables, such as grade level, subject area, organizer presentation mode, and ability level were also examined. In most of these studies advance organizers are shown to have a facilitative effect on learning and retention. Advance organizer effect on retention increases with time in relation to the control group. Learning is shown to be more pronounced in college and special education subjects than in primary or secondary school subjects, while primary school subjects show a greater retention increase. Within subject areas, average effect size of the advance organizer on learning and retention is positive, especially in the social sciences for learning and in the physical sciences for retention. For subjects of high ability, the average effect size exceeds that for low ability subjects. Aural mode advance organizer studies show a greater average effect size than written mode, especially for college level subjects. (MH)

ED 171 804 TM 009 517

Eylon, Bat-Sheva Reif, F.

Effects of Internal Knowledge Organization on Task Performance.

Pub Date-Apr 79
Note-45p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes, Higher Education, Knowledge Level, *Learning Processes, Models, *Organization, *Problem Solving, *Recall (Psychological), Senior High Schools

A study was designed to investigate forms of human internal knowledge organization that facilitate the recall of information or its use for complex problem solving tasks. Three experiments, using college and high school physics students, were performed. The effects were studied by: (1) formulating explicit models of organization; (2) using extensive treatments to induce subjects to acquire specified organization; and (3) testing subjects' subsequent performance on recall and problem-solving tasks. A prescriptive model of hierarchical organization, was specified, designed to facilitate selective information retrieval, constructed by successive elaborations of a few top-level ideas most important for a specified task domain. Subjects with such a hierarchical organization performed appreciably better compared to subjects with a single-level organization of the same knowledge. Subjects also performed better on those tasks involving information included at higher levels of the subjects' internal hierarchical organization. In general, subjects of higher ability seemed better able to assimilate and exploit hierarchical organization. Various observations indicated that training methods used were quite effective in inducing a specified internal knowledge organization. (Author/MH)

ED 171 805 UD 018 704

Kim, Christopher Takabashi, Michiko, Ed.

Annotated Bibliography on Koreans in America. Working Papers on Asian American Studies.

California Univ., Los Angeles. Asian American Studies Center.
Pub Date-76
Note-27p.
Available from-Asian American Studies Publications, 3232 Campbell Hall, University of California at Los Angeles, Los Angeles, California 90024 ($1.50 + $0.15 postage)
Pub Type- Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-American History, *Asian Studies, *Bibliographic Citations, Federal Legislation, Immigrants, *Korean Americans, Political Influences, State Legislation

This annotated bibliography lists bibliographies, directories, articles, unpublished papers, manuals, citations, conference reports, and other documents dealing with Koreans in America. Topics considered include general history, immigration history, deportation cases, Korean students, State and Federal legislation affecting Koreans in America, political activities of Koreans in the United States, white American participation in the Korean Independence Movement, and the Asiatic Exclusion League. (EB)

Kain, John F.

Race, Ethnicity, and Residential Location. Discussion Paper D75-3.

Harvard Univ., Cambridge, Mass. Dept. of City and Regional Planning.
Pub Date-Jun 75
Note-42p.
Available from-CRP Publications, Department of City and Regional Planning, Harvard University, Gund Hall 311, Cambridge, Massachusetts 02138 ($3.00)
Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Black Attitudes, *Blacks, Discriminatory Attitudes (Social), *Ethnic Groups, *Ethnicity, *Racial Discrimination, *Residential Patterns, Social Science Research, *Socioeconomic Influences, Urban Areas, Work Environment
Identifiers-*Ohio (Cleveland)

Analyzed in this paper are the determinants of racial and ethnic segregation and their effects on the residence patterns of black and ethnic populations in Cleveland. The extent of current and past racial segregation in the Cleveland area is discussed. Particular attention is given to the influence of socioeconomic factors and ethnicity on residential segregation. Other determinants of racial segregation considered include workplace location, black preferences for segregation, and discriminatory practices. (Author/EB)

ED 171 807 UD 019 197

Salter, Christopher L. And Others

Scoring Los Angeles Landscapes: Environmental Education in an Urban Setting.

California Univ., Los Angeles. Urban Environmental Education Project.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-78

Note-112p.; Not available in hard copy due to marginal reproducibility of original document

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Activity Units, *Elementary Education, *Environmental Education, *Institutes (Training Programs), Teacher Education, *Urban Areas, *Urban Education

Identifiers-*California (Los Angeles)

This notebook serves as a guide for learning activities in environmental education. Twelve themes are treated in four groups: (1) sense of place includes history and landscape; (2) the natural environment covers air, water, energy, and landforms; (3) the built environment includes architecture, transportation, and housing; and (4) the social environment covers population, politics, and planning. Each unit contains a theme sheet and a topic outline. Many units also contain worksheets and activity guidelines. (MC)

ED 171 808 UD 019 231

Three Year Report, 1975-1978. Exemplary Project.. Lewiston Job Development, Placement and Follow-Up.

Lewiston School District, Maine.
Spons Agency-Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.
Pub Date-12 Jun 78
Note-151p.; Some pages may be marginally legible due to print quality of the original document; For related documents, see UD 019 232-234
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Career Development, Community Cooperation, Employment Opportunities, *Employment Programs, Employment Services, *High School Students, *Job Placement, *Job Search Methods, Program Evaluation, Secondary Education, *Student Employment, Vocational Counseling

Addressed in this report are the major proposal objectives, activities, and accomplishments of the Lewiston High School Job placement program. Particular attention is given to the employment opportunities, pre-employment skill training, and career-related supportive services provided by the project for Lewiston's day students, adult education students, recent graduates and dropouts. Project activities which were geared to preparing all interested participants with experiences that would facilitate their entry and advancement in the world of work are described. Included are descriptions of needs assessment activities, community agencies' cooperation, personalized help in resume writing and job interviewing, and counseling and job referral services. Follow-up activities which were designed to monitor the job performance of placements, provide continuing contact with employers, and collect data on curriculum effectiveness are also described. Recommendations for improving and continuing the success of the project are made. Samples of flow charts and forms used during the course of the project and third party evaluations for each year of the project are appended. (Author/EB)

ED 171 809 UD 019 232

Year-End Report, Exemplary Project. Lewiston Job Development, Placement and Follow-Up.

Lewiston School District, Maine.

Spons Agency-Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.

Pub Date-21 Apr 78

Note-59p.; Not available in hard copy due to reproduction quality of the original document; Pages 45-49 (copyrighted materials) have been deleted; For related documents, see UD 019 231-234

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Employment Programs, Employment Services, *Job Placement, *Program Development, *Program Effectiveness, Program Evaluation, Program Improvement, *Program Validation, Secondary Education, *Student Employment

Reviewed in this report is the second year of this project. The major proposal objectives, activities and accomplishments of the program are summarized. The third party evaluation presented provides: (1) an overview and impressions of the project's development, operation, and acceptance; (2) an assessment of the project's performance in meeting its stated objectives; (3) commendations; and (4) recommendations. Each of the specific proposal objectives are discussed in terms of the degree of success with which they were met. Plans for continuation and improvement activities are outlined. Tables showing contact, referral and placement activity, sample placement office forms, and a systems flow chart are included. A conclusion of the report is that this program has been successful in establishing a practical model for work-related student services. (Author/EB)

ED 171 810 UD 019 234

A Guide for Establishing Secondary School Based Job Placement Offices. Exemplary Project.

Lewiston School District, Maine.

Spons Agency-Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.

Pub Date- 78

Note-105p.; Several pages may not reproduce well due to reproduction quality of the original document; Pages 55-56 (copyrighted material) have been deleted; For related documents, see UD 019 231-233

Pub Type- Guides - General (050)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Community Cooperation, *Employment Programs, *Employment Services, Program Administration, Program Costs, *Program Development, Program Evaluation, Secondary Education, *Student Employment

This guide focuses on the job placement service program at Lewiston High School in Maine. It is designed as a workable model for other schools considering or establishing similar programs. A brief overview of personnel job descriptions and other items that should be addressed in designing policy is provided. Affirmative action guidelines of the Lewiston High School placement office are listed. Procedures for student registration interviews, and placement are outlined. Strategies that may be used in preparing students for jobs, in establishing and maintaining contacts with area businesses and industries, and in finding other job sources are discussed. Evaluation criteria are proposed and sample evaluation forms are provided. Characteristics that have strenghtened the Lewiston program are summarized and used to generate recommendations. Suggestions concerning the funding of a placement program are made. (EB)

ED 171 811 UD 019 276

Carter, George E., Ed. And Others
Essays on Minority Folklore: Selected Proceedings of the Annual Conference on Minority Studies (3rd, April 3, 1975), Volume 3.
Wisconsin Univ., La Crosse. Inst. for Minority Studies.
Pub Date-77
Note-180p.; For related documents, see ED 138 668 and UD 019 279
Available from-National Association of Interdisciplinary Ethnic Studies, 101 Main Hall, University of Wisconsin-La Crosse, La Crosse, Wisconsin 54601 ($5.00)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*American Indian Culture, *American Indians, *Ethnic Studies, *Folk Culture, Legends, Mythology, Poetry, Puerto Ricans, Spanish American Literature, *Spanish Americans

This collection of selected conference papers includes experiences of specific minority groups: the native Americans, the Chicanos, and the Puerto Ricans. The papers represent the work of folklorists, historians, musicians, literary critics, and minority and ethnic studies experts. The section on native American oral tradition includes papers on Indian oratory, Algonkian communal values, Indian wisdom stories, and the work of Alex Posey, a Creek Indian. In the section on Latino folklore, the topics covered are the importance of folk literature in the Chicano experience, the creation of myth in Chicano literature, Hispanic wedding customs in New Mexico, the paradoxes of contemporary Puerto Rican poetry, the literature of the Barrio, and the Puerto Rican folk tradition of the child's wake. (Author/MC)

ED 171 812 UD 019 278

Carter, George E., Ed. And Others

The Urban Minority Experience: Selected Proceedings of the Annual Conference on Minority Studies (4th, April, 1978), Volume 5.

Wisconsin Univ., La Crosse. Inst. for Minority Studies.

Pub Date-78

Note-153p.; For related documents, see UD 019 276 and UD 019 279

Available from-National Association of Interdisciplinary Ethnic Studies, 101 Main Hall, University of Wisconsin-La Crosse, La Crosse, Wisconsin 54601 ($5.00)

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-American Indians, Bilingual Education, Blacks, Black Studies, Cultural Pluralism, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, Higher Education, Italian Americans, Mexican Americans, Multicultural Education, *Racial Discrimination, Racial Integration, Racism, *Social Discrimination, *Urban Areas, *Urban Environment

Identifiers-*Illinois (Chicago), North Carolina

The conference papers presented in this volume focus on the urban minority experience with regard to race, ethnic issues, and ethnic studies programs. The papers which deal with ethnic studies programs address such topics as American Indian Studies, Eurocentric bias in Western studies of Asia, black student alientation at small liberal arts colleges, continuing education programs for social workers, bilingual/bicultural education, innovative models for desegregation, and African Studies curricula. The papers which deal with race and ethnic issues address such topics as ethnicity and pluralism, the urban experience of Italian-Americans, the deportation of Mexicans from East Chicago in 1932, Mexican-American stereotypes, racism and Indian policy in North Carolina, and the increase in urbanization of blacks and the expansion of black participation in nationally based voluntary associations. (Author/EB)

Carter, George E., Ed. And Others
Minority Literature and the Urban Experience: Selected Proceedings of the Annual Conference on Minority Studies (4th, April, 1976), Volume 6.
Wisconsin Univ., La Crosse. Inst. for Minority Studies.
Pub Date-78
Note-88p.; For related documents, see UD 019 276 and UD 019 278
Available from-National Association of Interdisciplinary Ethnic Studies, 101 Main Hall, University of Wisconsin-La Crosse, La Crosse, Wisconsin 54601 ($5.00)
Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021) - Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Black Literature, Blacks, *Cultural Factors, Mexican Americans, *Minority Groups, Puerto Ricans, Racial Discrimination, *Racism, Social Discrimination, *Social Influences, *Twentieth Century Literature, Urban Culture, *Urban Environment

The conference papers presented in this volume focus on the urban experience as reflected in minority literature. The essays deal with the works of contemporary Afro-American, Chicano, and Puerto Rican writers. The central theme of these papers is the struggle for survival and cultural identity in American cities. Particular attention is given to the dilemma faced by racial minorities who are confronted with racism as well as alienation. Specific literature discussed includes childrens' poetry, short stories, novels, black poetry, sociological literature, and journal articles. (EB)

ED 171 814 UD 019 287

Ferrara, Lynette Paller, Alan

A School-by-School Reporting System for the District of Columbia Public Schools: An Outline for Action.

Applied Urbanetics, Inc., Washington, D.C.

Spons Agency-District of Columbia Citizens for Better Public Education, Inc., Washington, D.C.

Pub Date-Jul 76

Note-154p.; For related documents, see ED 110 590, ED 158 389, UD 019 288 and UD 019 374

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Data Collection, *Educational Assessment, Educational Finance, *Educational Policy, Elementary Secondary Education, *Equalization Aid, Financial Policy, Management Information Systems, Needs Assessment, Program Planning, *Public School Systems, *Resource Allocations, Urban Schools

Identifiers-*District of Columbia

This report is concerned with improving the resource allocation system of public schools in Washington, D.C. It describes the information necessary for creating an alternative resource plan and the administrative reporting procedures necessary for maintaining such a plan. The strengths and weaknesses of existing data collection and reporting procedures are discussed. A school based reporting system which integrates existing data collection systems and provides a flexible, responsive reporting capability is described. It is argued that a school-by-school reporting system will provide the information required to assess alternative solutions to the problem of equalization of resource allocations among school building sites. An action plan to facilitate the development of a school-by-school reporting sysem tailored to the information needs of the Washington, D.C. school system is suggested. (Author/EB)

ED 171 815 UD 019 288

Creating a Resource Allocation System for the D.C. Public Schools.
District of Columbia Citizens for Better Public Education, Inc., Washington, D.C.
Pub Date-Jan 77
Note-197p.; For related documents, see ED 110 590, ED 158 389, UD 019 287, and UD 019 374
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Data Collection, Educational Finance, Elementary Secondary Education, *Equalization Aid, *Financial Policy, Management Information Systems, *Needs Assessment, Program Planning, *Public School Systems, *Resource Allocations, Urban Schools
Identifiers-*District of Columbia, Hobson v Hansen, Wright Decree

This volume contains two reports whose aim is the improvement of the resource allocation system for public schools in Washington, D.C. The first report is a description of issues to be considered and decisions required for developing a resource allocation plan for equalization of aid. Information dealing with the history of school finance reform, the specifics of the Wright decree, Title I regulations, and some of the options available to the district is provided. The second report provides a description of the strengths and weaknesses of existing data collection and reporting systems, describes a school based reporting system which integrates existing data collection systems, and suggests an action plan to facilitate the development of a school-by-school reporting system tailored to the information needs of the District of Columbia school sytem. The emphasis in this report is on the information necessary for creating an alternative resource plan and the administrative reporting procedures necessary for maintaining such a plan. (Author/EB)

Carey, Phillip And Others

The Higher Education of Minorities The Summer of Seventy-Eight. A Creative Response to Minority Higher Education.

Minnesota Univ., Minneapolis. Office for Minority and Special Student Affairs.

Pub Date-79

Note-40p.; Not available in hard copy due to reproduction quality of the original document

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, College Students, Educational Finance, *Educational Improvement, *Educationally Disadvantaged, *Educational Opportunities, *Educational Programs, *Higher Education, Minority Groups, Program Effectiveness, *Student Needs, Summer Programs

The challenges of educating minorities on white campuses is discussed, a statistical profile on minority students in higher education is provided, and the financing of higher education for minority students is assessed in this report. Basic assumptions and objectives of the program are outlined. Specific strategies employed by the program to recruit and retain minorities and to increase its effectiveness in improving the academic success of these minority students are described. Some of the strategies described include the organization of academic, financial, social, counseling, and other supportive services to make them more relevant to the needs of individual students. In addition, information concerning courses offered during the program, faculty and staff development and training, student orientation, accomplishment, problems, and results is provided. Conclusions and recommendations are listed. (EB)

ED 171 817 UD 019 302

Roberts, Michael L.

Developing Goals and Objectives for Special Programs.

Pub Date-78

Note-36p.; Not available in hard copy due to author's restriction

Available from-M and E Press, Post Office Box 775, Hightstown, New Jersey 08520 ($3.25)

Pub Type- Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Accountability, Educational Assessment, *Educational Objectives, Elementary Secondary Education, *Needs Assessment, Performance Criteria, *Program Development, *Program Evaluation

Educational accountability is the process of achieving expected learner outcomes through the systematic application of management and evaluation procedures. The first five steps in achieving identified learner outcomes are planning and development steps. The remaining steps are implementation steps. Special programs should improve certain behaviors exhibited by program participants. These behaviors can be classified as cognitive, affective, or psychomotor. Special program personnel should establish goals. These goals should be listed and ranked in order of priority. Needs within each goal area should be assessed and objectives should be developed. Both performance and process objectives should be developed. (Author/MC)

Cussler, E. L.

An Alternative Route to Chemical Engineering for Minority and Other Students.

Pub Date-78
Note-5p.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accelerated Courses, *Chemistry, Course Content, Engineering Education, Graduate Students, *Graduate Study, Higher Education, *Minority Groups, *Summer Science Programs
Identifiers-*Carnegie Mellon University PA, *Chemical Engineering, University of Virginia

The following three alternative ways in which minority group chemistry majors may be trained as chemical engineers are examined in this paper: (1) they are admitted as engineers and take the same courses as engineering students at the graduate level; (2) undergraduate courses are taken as part of the transition from chemistry to chemical engineering; and (3) special undergraduate engineering curriculum courses are taken during the summer prior to entry into the graduate program. The disadvantages of the first two approaches are outlined. The characteristics of the successful accelerated summer course program at Carnegie-Mellon University are discussed. (MC)

ED 171 819 UD 019 321

Oliver, Marion L.
The Role of Academic Advising in Compensatory Education Programs.
Pub Date-78
Note-7p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Attrition (Research Studies), Compensatory Education Programs, *Educational Counseling, *Educationally Disadvantaged, Equal Education, Higher Education, *Self Help Programs, *Student Needs, Success Factors

The task of graduating educationally disadvantaged students from an institution of higher learning is difficult. This difficulty is compounded because the special needs of these students are largely ignored by the institutions they attend. As a result, a disproportionate number of these students experience early failures. With the help of academic advising and other self-help programs, especially during the freshman year, many of the problems that students face can be avoided. The role of the academic advisor, in particular, in helping the minority student succeed in higher education cannot be overemphasized. Academic advising provides educationally disadvantaged students with the opportunity of obtaining equal education by providing both academic and emotional support. (Author/EB)

ED 171 820 UD 019 333

Astin, Alexander W.
Testing in the Post Bakke'' Period.
Pub Date-Apr 79
Note-15p.; Address presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 11, 1979); Not available in hard copy due to the reproduction quality of the original document
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Admission Criteria, Affirmative Action, *College Admission, *Equal Education, *Grade Prediction, Higher Education, *Minority Groups, Norm Referenced Tests, *Standardized Tests

Efforts to implement affirmative action programs will not be effective until alternatives to the traditional use of standardized tests in admissions, grading, and tracking are considered. These test scores are used in college admissions to predict college grades. Some kind of selective admissions process is needed, but admissions procedures should be designed to select students, and not to track them. Modifying admissions policies is the best way to remedy the unequal opportunity posed by tracking. Alternatives to the standardized test for admissions must be found if minorities are to gain equal access to higher education. (Author/MC)

ED 171 821 UD 019 363

Hurwitz, Emanuel, Jr. Porter-Gehrie, Cynthia

Managing Faculty Desegretation: The Role and Response of Principals in Implementing a Faculty Desegregation Plan.

Pub Date-Apr 79

Note-38p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Role, *Board of Education Policy, Board of Education Role, Case Studies, Elementary Secondary Education, *Faculty Integration, *Integration Effects, *Integration Methods, Integration Plans, Integration Studies, *Principals, Teacher Administrator Relationship, Teacher Attitudes

This paper examines the decision making process used by selected principals as they implemented the 1977 faculty desegregation plan of the Chicago Public Schools. A historical summary of the development of the plan, from the 1969 ultimatum issued to the Chicago Board of Education by the Attorney General's Office to the 1977 adoption of the plan is presented. The specific faculty desegregation policy is outlined and the procedures used by the Chicago Board of Education to implement this policy are described in detail. The role of the school principal is then analyzed. It is noted that the principal had access to the desegregation process at three points: notification of teachers; appeals procedure for those teachers who appealed on the basis of program needs of a school or data error cases; and maintenance of teacher distribution once the desegregation plan had been implemented. Administrative problems for principals that were not anticipated by the central administration are also described. (Author/MC)

ED 171 822 UD 019 368

Freedman, Philip I. And Others

A Comparison of the Effectiveness of Two Approaches to the Teaching of Multiethnic Studies.

Pub Date-9 Mar 79

Note-18p.; Paper presented at the Northeast Regional Conference for the Social Studies (Boston, Massachusetts, March 9, 1979)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cross Cultural Studies, *Discriminatory Attitudes (Social), Elementary Secondary Education, *Ethnic Groups, Ethnicity, *Ethnic Stereotypes, *Multicultural Education, Program Evaluation, Racial Discrimination, *Racial Factors

Compared in this study is the power of a directed, conscious attempt to reduce stereotyping through the use of selected individuals who have achieved renown in endeavors not usually identified with the group of their origin with a similar effort which utilizes eminent persons on the basis of their celebrity with no regard to the nature of that celebrity. The hypothesis that a directed counter-stereotypic approach in a multi-ethnic setting would reduce stereotypic thinking to a greater extent than a random approach was not supported, however. Analysis by school, by classroom, and by target ethnic group yielded only one statistically significant result among the comparisons made and that one was in the direction opposite to the one posited the control group's stereotypic perception of blacks was significantly lower than that of an experimental group on the value thermometer scale. Although the hypothesis was not confirmed, the finding that the stereotypy aimed at blacks is significantly greater than that applied to Polish Americans agrees with the multitude of research and empirical observation that reveals that race, particularly the black race, is a substantially more powerful stimulator of prejudice than ethnicity. (Author/EB)

ED 171 823 UD 019 373

Wilkinson, Eric And Others

Strathclyde Experiment in Education: Govan Project. A Public Report.

Glasgow Univ. (Scotland). Dept. of Education.; Strathclyde Regional Council, Glasgow (Scotland).

Pub Date-Mar 78

Note-100p.; Some pages (photographs) have been deleted; Photographs may be marginally legible

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Academic Achievement, *Compensatory Education Programs, *Educationally Disadvantaged, Elementary Education, *Family School Relationship, Outreach Programs, *Program Development, *School Community Relationship, Underachievers, Urban Education

Identifiers-*Scotland (Glasgow)

In this report, the background, progress, and evaluation of the Govan project for educationally disadvantaged inner city children are discussed. Background information is discussed in terms of (1) the interaction between disadvantagement and education; (2) the relative success of intervention programs such as Headstart in the United States; (3) a pilot study in Govan; and (4) the practical framework, philosophical approach, fundamental educational principles, and program patterns of the Govan project. The Govan project is described in terms of its location and facilities, neighborhood education, education in the primary school, project resources, and its administration and management. The evaluation of the project examines significant educational contact with the community, utilization of resources and educational underachievement of students. In addition, the following topics are examined: (1) apathy of parents; (2) education and regeneration of the community; (3) the role of parents and professionals; (4) development of home/school relationships and promotion of inservice training; (5) administration; and (6) prerequisites for change in the practice of parents and teachers. (Author/MC)

Serow, Robert C. Solomon, Daniel

The Proximity Hypothesis of Parents' Support for Desegregation.

Pub Date-Apr 79

Note-12p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April, 1979); Not available in hard copy due to reproduction quality of the original document

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Caucasians, Elementary Secondary Education, Minority Groups, *Parent Attitudes, *Public Support, *Racial Differences, Racial Factors, *School Integration, Social Science Research, *Student Participation

This study compares the attitudes towards desegregation among three groups of parents. It attempts to determine whether parents' support for desegregation is related to the degree of their children's participation in a successful integration program. It is hypothesized that the most favorable attitudes would be found among those parents whose children were most directly affected by the integration effort. Taken into consideration are attitudinal differences between minority and majority racial groups. Findings are presented, and it is concluded that proximity to a successful school integration program (and to information about that program) might help explain the pattern of increasing white support for desegregation. (Author/EB)

ED 171 825 UD 019 420

Becker, Henry Jay

The Measurement of Segregation: The Dissimilarity Index and Coleman's Segregation Index Compared. Report No. 205.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Nov 78

Grant-NIE-G-78-0210

Note-40p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Comparative Analysis, Data Analysis, *Integration Studies, *Measurement Instruments, *Racial Segregation, *Statistical Data, Statistical Studies

Identifiers-*Coleman Segregation Index, *Index of Dissimilarity

Most measurements of racial and ethnic segregation, particularly comparative analyses across cities, have relied on the Index of Dissimilarity (D''). Recently, however, it has been demonstrated that cities with different racial compositions also have different expected values of D'' under a random distribution of whites and blacks. Here D'' is compared with another, increasingly used, segregation index which we call S''. Applied to measurement of school segregation, S'' equals the proportional underrepresentation of black students in the school attended by the average white student in the district. A principal value of S'' is that its expected value is independent of racial composition and rapidly approaches zero, even for modest-sized units of analysis. Also, S'' can be decomposed'' into segregation within subsets of entities and segregation between subsets. The behavior of S'' and D'' are explored with data on segregation in higher education and segregation of workers across different places of employment. (Author)

ED 171 826 UD 019 422

Snarr, Richard W. McCauley, R. Paul

Minority Recruitment Manual for Ohio Peace Officers.

Ohio Peace Officer Training Academy, London

Spons Agency-Ohio State Dept. of Economic and Community Development, Columbus.

Pub Date- 79

Note-75p.; Not available in paper copy due to marginal print quality

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Opportunities, Equal Opportunities (Jobs), *Females, Law Enforcement, *Minority Groups, *Personnel Integration, *Personnel Needs, Personnel Selection, *Police, Racial Discrimination, *Recruitment, Sex Discrimination

Identifiers-*Ohio

An overview of minority recruitment problems, laws, and experiences with American law enforcement personnel is provided in this manual. Potential areas of discrimination in the law enforcement personnel system are investigated. The mechanics of career development are addressed in order to demonstrate its importance in recruitment and especially in minority recruitment. The answers to two questions are sought: Why should I join your department?'' and What kind of career will I have in the department?'' The need for long range planning of minority recruitment programs is examined. The role of evaluation in the assessment of the success of these programs is discussed. The results of a survey of minority peace officers in Ohio are provided. (Author/MC)

Yin, Robert K. And Others

Changing Urban Bureaucracies: How New Practices Become Routinized.

Rand Corp., Santa Monica, Calif.
Spons Agency-National Science Foundation, Washington, D.C. Div. of Policy Research and Analysis.
Report No.-R-2277-NSF
Pub Date-Mar 78
Grant-PRA-76-15207
Note-177p.; Not available in hard copy due to institution's restriction; For a related document, see UD 019 588
Available from-Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($7.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bureaucracy, *Change Strategies, *Community Services, Educational Innovation, Fire Protection, *Innovation, *Organizational Change, Police

The goal of this report is to describe the process by which new service practices in urban bureaucracies become routinized. The routinization process is studied by examining the life histories of six types of innovations: computer-assisted instruction; police computer systems; mobile intensive care units, closed circuit television systems; breath tests for driver safety; and jet-axes (explosive devices used by fire departments). From this study, it is concluded that routinization of innovations occurs in a series of stages: the improvisation stage; the expansion stage; and the disappearance stage. Effective strategies for promoting routinization are outlined. Findings are also analyzed in relation to specific factors which may facilitate routinization. Implications of the study for further public policy research are discussed. (Author/MC)

ED 171 828 UD 019 428

Campbell, Richard L. Martinez-Perez, Luis A.
The Relationship Among Intellectual Development, Achievement and Self-Concept of Elementary School Minority Children.
Pub Date-22 Mar 79
Note-9p.; Paper presented at the meeting of the National Association for Research in Science Teaching (Atlanta, Georgia, March 22, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Blacks, Elementary Education, Grade 2, *Intellectual Development, *Minority Group Children, Research, *Self Concept, *Spanish Speaking

This report presents the results of a study of the relationship between self concept and academic achievement and between self concept and intellectual development in minority group school children. The subjects were second grade black and Hispanic children in an urban school. The Stanford Achievement Test was used to measure academic achievement in the areas of reading, social studies, science, and listening comprehension. To measure self concept, the Piers Harris Self Concept Scale was administered. Intellectual development was measured using seven Piagetian tasks. The results of the study show a significant correlation between self concept and academic achievement and between self concept and intellectual development. Implications of the results are discussed. (Author/MC)

ED 171 829 UD 019 429

Munoz-Bennett, Lurline

University Partnerships in Boston.

Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.
Pub Date-Jan 79
Note-221p.; Not available in hard copy due to reproduction quality of the original document
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College School Cooperation, *Educational Coordination, *Educational Improvement, *Educational Programs, Educational Resources, Elementary Secondary Education, *Interinstitutional Cooperation, Public Education, *School Activities, School Integration
Identifiers-*Massachusetts (Boston)

This report deals with the partnerships that developed between the Boston Public Schools and local colleges and/or universities during the desegregation process in the Boston area. An overall picture of partnership activities since 1975 is provided through a review of the history and implementation of the pairings, descriptive and fiscal profiles of each pairing and a components matrix. Detailed descriptions of each pairing include historical and chronological perspectives on the activities of each pair. Unanticipated activities that developed as a result of the pairings are recorded. Programs that developed as direct outcomes of the pairings are also described. In addition, a brief description of the resources, areas of expertise and capacity to enter into new pairings as reported by the pairing coordinators, is included. Indices of components, types of programs, pairings by colleges and universities, and pairings by schools are provided. (Author/EB)

ED 171 830 UD 019 430

Stallard, Charles K.

Anomie, the Urban Student, and the Writing Class.

Pub Date- 79

Note-11p.; Not available in hard copy due to reproduction quality of the original document

Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, Educationally Disadvantaged, *Educational Problems, Educational Strategies, Elementary Secondary Education, *English Education, *Instructional Improvement, *Language Attitudes, Language Experience Approach, *Language Role, Self Esteem, *Urban Education, Written Language

Identifiers-*Anomie

New approaches to teaching writing and language development may be the answer to the anomie that is behind so many school problems. For example, the uses of language that are necessary for academic success are also those that help individuals deal with the environment and relate to it. Therefore, the personal use of language is critical for all children, including the disadvantaged. As it is, however, such things as television and broken homes militate against the personal use of language. Under these circumstances, interaction in the home is reduced and alienation and anger occur. Poor language usage is compounded by the traditional methods of language instruction and the promotion of silence in the schools. What is needed to remedy this situation is linguistic compensation which provides frequent language experiences and situations where children can use language to make their experiences and perceptions personally meaningful. A definite strategy for urban English teachers that will, at one time, address the problems of anomie and facilitate basic literacy is needed. In addition, schools need to create the conditions that promote language use in the classroom. (Author/EB)

ED 171 831 UD 019 431

McAdoo, Harriette

Oral History and Educational Research.

Pub Date-20 Apr 76
Note-17p.; Paper presented at the National Workshop on Educational Research and Minority Concern at the annual meeting of the American Educational Research Association (April 20, 1976)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Data Collection, *Educational Research, *Oral History, *Research Methodology, *Research Tools, *Research Utilization, Theories

This paper takes the position that the oral history approach has great value for educational research, not as a replacement of other procedures, but to augment other data collection approaches. In arriving at this position, various definitions of and theories about oral histories are reviewed, controversy over the validity of the limitations of oral history is discussed, and the techniques of oral history as well as the limitations on these techniques are described. In addition, personal experiences with oral histories and the potential contribution of oral histories to educational research are summarized. (EB)

ED 171 832 UD 019 433

Orfield, Gary

Voluntary Desegregation in Chicago. A Report to Joseph Cronin, State Superintendent of Education.

Pub Date-26 Feb 79

Note-61p.; Not available in hard copy due to reproduction quality of the original document

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Board of Education Policy, *Board of Education Role, Elementary Secondary Education, Formative Evaluation, *Integration Effects, Integration Methods, Integration Plans, *Neighborhood Integration, Program Evaluation, Racial Distribution, Residential Patterns, *School Integration, *Urban to Suburban Migration, *Voluntary Integration

Identifiers-*Illinois (Chicago), Magnet Schools, White Flight

The significance of continuing segregation in Chicago's public schools is discussed in this report. The failure of the ``Access to Excellence'' program to achieve voluntary school integration in spite of magnet programs and permissive transfers is described. The question of white flight is examined in light of the belief that mandatory desegregation increases white flight while voluntary plans stabilize or increase white enrollment in inner city schools. Also discussed is the question of the instability of naturally integrated neighborhoods and the relationship between school and neighborhood integration. The experiences of other cities with respect to white flight are described. The metropolitan-wide voluntary plans nature of the segregation problem in Chicago is discussed in terms of the need to stabilize neighborhood integration. The State policy that every school should reflect the approximate racial composition of the school district is criticized. An alternative to this pattern is suggested for Chicago public schools. Policy options for the State Board of Education are discussed. (Author/MC)

ED 171 833 UD 019 434

Lau, Yip Wang

Things Chinese.

Hawaii Univ., Honolulu. Ethnic Resource Center for the Pacific.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-75
Grant-OEG-0-74-9162
Note-27p.; Not available in hard copy due to reproduction quality of the original document; For related documents, see UD 019 434-446
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Art Activities, Chinese, Chinese Americans, *Chinese Culture, Classroom Materials, Clothing, Elementary Secondary Education, *Ethnic Origins, *Ethnic Studies, *Folk Culture, Food, *Learning Activities, Toys

Presented in this booklet are brief descriptions of items and activities that are symbolic of Chinese culture. Some of the items and activities described include a traditional Chinese child's outfit, dolls, sandalwood fans, writing and printing materials and techniques, toys and crafts, a Chinese abacus, and eating utensils. Several recipes for Chinese dishes are provided. A few Mandarin Chinese phrases are used to illustrate some facts about the Chinese language. A book list and a resource list are included. (EB)

ED 171 834 UD 019 436

Shigeta, Jessie M.
Things Japanese.
Hawaii Univ., Honolulu. Ethnic Resource Center for the Pacific.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-75
Grant-OEG-0-74-9162
Note-18p.; Not available in hard copy due to reproduction quality of the original document; For related documents, see UD 019 434-446
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Art Activities, Classroom Materials, Clothing, Elementary Secondary Education, *Ethnic Origins, *Ethnic Studies, *Folk Culture, Food, *Japanese Americans, *Learning Activities, Toys
Identifiers-*Japanese Culture

Presented in this booklet are brief descriptions of items and activities that are symbolic of Japanese culture. Some of the items and activities described include Japanese musical instruments and records, toys and crafts, traditional clothing and accessories, and food utensils. Several recipes for Japanese dishes are provided. Lists of pertinent books and resources are included. (EB)

ED 171 835 . UD 019 437

Chang, Roberta
Things Korean.
Hawaii Univ., Honolulu. Ethnic Resource Center for the Pacific.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-75
Grant-OEG-0-74-9162
Note-22p.; Not available in hard copy due to reproduction quality of the original document; For related documents, see UD 019 434-446
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Classroom Materials, Clothing, Elementary Secondary Education, *Ethnic Origins, *Ethnic Studies, *Folk Culture, Food, *Korean Americans, *Korean Culture, *Learning Activities, Music Activities

Presented in this booklet are brief descriptions of items and activities that are symbolic of Korean culture. Some of the items and activities described include traditional Korean clothing and accessories, dolls, fans, a Korean game called yut,'' tape recordings of Korean music, a buhk'' (drum), and brass eating utensils. A map of Korea, some Korean phrases, and several recipes for Korean dishes are also included. A book list and a resource list are provided. (EB)

Ongteco, Belen C.

Things Philippine.

Hawaii Univ., Honolulu. Ethnic Resource Center for the Pacific.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-75
Grant-OEG-0-74-9162
Note-16p.; Not available in hard copy due to reproduction quality of the original document; For related documents, see UD 019 434-446
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Art Activities, Classroom Materials, Clothing, Elementary Secondary Education, *Ethnic Origins, *Ethnic Studies, *Filipino Americans, *Folk Culture, Food, *Learning Activities, Toys
Identifiers-*Filipino Culture

Presented in this booklet are brief descriptions of items and activities that are symbolic of Filipino culture. Some of the items and activities described include traditional Philippine clothing, a traditional fan, games and toys, eating utensils, and a native shopping bag. A biographical sketch of Dr. Jose Rizal, the martyr of the Filipino people'' is also included. In addition, several Filipino recipes collected in Hawaii are presented. A book list and a resource list are provided. (EB)

ED 171 837 UD 019 439

Araujo, Margaret F.

Things Portuguese.

Hawaii Univ., Honolulu. Ethnic Resource Center for the Pacific.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-75
Grant-OEG-0-74-9162
Note-26p.; Not available in hard copy due to reproduction quality of the original document; For related documents, see UD 019 434-446
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Classroom Materials, Clothing, Elementary Secondary Education, *Ethnic Origins, *Ethnic Studies, *Folk Culture, Food, *Learning Activities, Music Activities, Musical Instruments, *Portuguese Americans
Identifiers-*Portuguese Culture

Presented in this booklet are brief descriptions of items and activities that are symbolic of Portuguese culture. Some of the items and activities described include traditional costumes, musical instruments, the Portuguese flag and national symbol, and cassette recordings of Portuguese songs. Several recipes for Portuguese dishes are provided. A resource list is included. (EB)

ED 171 838 UD 019 440

Kam, Dai Sen And Others

Ah Dai Comes to Hawaii: The Story of a Chinese Immigrant Woman.

Hawaii Univ., Honolulu. Ethnic Resource Center for the Pacific.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-75

Grant-OEG-0-74-9162

Note-27p.; For related documents, see UD 019 434-446; Not available in hard copy due to marginal legibility of photographs and Chinese characters in the original document; Some pages (photographs and Chinese characters) have been deleted

Language-English; Chinese

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Chinese Americans, *Chinese Culture, Classroom Materials, Elementary Secondary Education, Family Background, Family Characteristics, *Females, *Immigrants, *Older Adults, *Story Telling

Identifiers-*Hawaii

The story presented in this booklet is concerned with the life of an eighty year old Chinese immigrant woman living in Hawaii. The narration provides a brief overview of the woman's birth, childhood, early adulthood in China, and immigration to Hawaii. Her life in Hawaii is described in terms of the work she did, her arranged marriage, her attitudes toward her daughter's marriage and separation, her relationship with her grandchildren, her leisure activities, and her attempts to become an American citizen. A glossary of Chinese terms used in the English text is provided. (EB)

Chinese Songs We Can Sing and Chinese Instrumental Music.

Hawaii Univ., Honolulu. Ethnic Resource Center for the Pacific.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-75
Grant-OEG-0-74-9162
Note-26p.; For related documents, see UD 019 434-446
Language-English; Chinese
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Chinese Culture, Classroom Materials, Elementary Secondary Education, *Music Activities, Music Appreciation, *Oriental Music

This booklet includes a number of Chinese songs (with English translations) designed for use with a tape recording produced by the Ethnic Resource Center for the Pacific, Educational Foundations, University of Hawaii. A pronunciation key and a listing of cassette recordings of Chinese instrumental music are provided. (EB)

ED 171 840 UD 019 443

Chang, Roberta And Others

A Korean Legend: Hungbu and Nolbu; and Korean Songs We Can Sing.

Hawaii Univ., Honolulu. Ethnic Resource Center for the Pacific.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-75
Grant-OEG-0-74-9162
Note-35p.; For related documents, see UD 019 434-446; Not available in hard copy due to reproduction quality of the original document
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Childrens Literature, Classroom Materials, Elementary Secondary Education, Ethnic Studies, *Folk Culture, *Korean Culture, *Legends, *Music Activities, *Oriental Music

A Korean legend and a number of Korean songs are presented in this illustrated booklet. English translations and a pronunciation guide are provided. Musical notations are included for the songs presented. (EB)

ED 171 841 UD 019 444

A Legacy of Diversity: Contributions of the Hawaiians, Chinese, Japanese, Portuguese, Puerto Ricans, Koreans, Filipinos and Samoans in Hawaii.

Hawaii Univ., Honolulu. Ethnic Resource Center for the Pacific.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-75

Grant-OEG-0-74-9162

Note-109p.; For related documents, see UD 019 434-446; Several pages (photographs) have been deleted

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Asian Americans, Chinese Americans, Classroom Materials, Cultural Differences, Cultural Factors, *Cultural Pluralism, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, *Ethnology, Filipino Americans, Hawaiians, Japanese Americans, *Multicultural Education, Political Influences, Portuguese Americans, Puerto Ricans, Samoan Americans, Social Influences

Identifiers-*Hawaii

Each of the stories in this booklet describe, from a personal viewpoint, the respective contributions of various ethnic groups living in Hawaii. Taken into consideration are the cultural, political, industrial, and economic contributions that each of the groups has made to Hawaiian society. (EB)

ED 171 842 UD 019 446

Bartel, Kathryn Kahalelauniu

My Name is Stephen Kekaulike and I Live in Papakolea.

Hawaii Univ., Honolulu. Ethnic Resource Center for the Pacific.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-75

Grant-OEG-0-74-9192

Note-46p.; For related documents, see UD 019 434-445; Some pages (photographs) have been deleted; Not available in hard copy due to print quality and marginal reproducibility of photographs

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Classroom Materials, *Cultural Environment, *Cultural Traits, Elementary Secondary Education, *Ethnic Studies, *Family Characteristics, *Hawaiians, *Life Style

Identifiers-*Hawaii

In this booklet, an eleven year old Hawaiian boy describes his family and his life in Hawaii. Included are descriptions of his school, his participation in sports, his home and his food. A glossary of Hawaiian terms used in the text is provided. (EB)

ED 171 843 UD 019 451

McClain, Shirla R.

The Historical Development of Education in a Social Service Agency.

Pub Date-Apr 79
Note-39p.; Paper presented at the Annual Meeting of the American Educational Research Association (April 8-12, 1979); Not available in hard copy due to author's restriction
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Blacks, Educationally Disadvantaged, *Educational Programs, Employment Programs, Instructional Programs, *Program Development, Remedial Programs, *Social Agencies, Social Services, *Tutorial Programs, *Youth Programs
Identifiers-*Akron Community Service Center and Urban League

This report is a historical study of the growth and development of the Akron Community Service Center and Urban League's (ACSC & UL) educational programs. Emphasis is given to the reasons for the emergence of such programs and how a social agency's educational programs differed from public school programs. An overview of the history and philosophy of the agency is provided. The programs and services offered by the agency in its early years are discussed. Specific educational programs which developed out of these offerings such as the Education and Youth Incentive (E & YI) Program are described and evaluated. Other innovative programs which were developed to deal with the problems and concerns of youth, particularly blacks, are considered. Particular attention is given to the Akron-Summit Tutorial Program (A-STP), the Special Education Program, and the Black Education and Employment Program (BEEP). It is concluded that these educational programs were developed in response to societal needs. It is also concluded that the ACSC & UL's educational programs differed from the public school programs in terms of staffing, formality and structure, curriculum, instructional procedures, and evaluation of student's progress. (Author/EB)

ED 171 844 UD 019 454

Blum, Virgil C.

Quality Education for Inner-City Minorities through Education Vouchers.

Catholic League for Religious and Civil Rights, Milwaukee, Wis.

Pub Date-9 Feb 78

Note-5p.; Address delivered to the School of Education, University of San Francisco (San Francisco, California, February 9, 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Blacks, *Catholic Schools, Educational Finance, Educational Quality, *Education Vouchers, Elementary Secondary Education, *Equal Education, Government Role, *Low Income Groups, *Private Schools, Public Schools, Spanish Americans

Research would seem to indicate that black and other non-white students in private schools are at or near the national norm in every area, and far ahead of their peers in public school. There have been notable achievements in the education of black children by Catholic and other inner-city private schools. But since these schools exist in very limited numbers and are largely tuition-supported, most black parents do not have the opportunity to choose a high-quality private school for the education of their children. Our system of funding education makes inevitable the cycle of poverty for most poor black children. A remedy for the gross inequities in educational opportunities would be the adoption of education voucher programs. Vouchers of monetary value issued by the government to all parents with school-age children would provide black parents, and others, a real choice in the education of their children, a choice that would enable them to send their children to high quality public and private schools. (Author/EB)

ED 171 845 UD 019 455

A Study of Urban-Metropolitan Education in Missouri.

Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
Pub Date-78
Note-124p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Community Involvement, Curriculum Development, Educational Administration, *Educational Change, Educational Finance, Educational Legislation, *Educational Problems, Educational Programs, *Elementary Secondary Education, School Integration, Student Welfare, Teacher Welfare, *Urban Education, Urbanization, *Urban Schools
Identifiers-*Missouri

This report examines the historical background, the current status, and the future outlook for urban-metropolitan schools in Missouri. The phenomenon of urbanization and its impact on human group living, including the educational process is explored. A demographic view of the five metropolitan centers of Missouri is provided in terms of the populations of these centers, their composition, and their shifts. Particular issues and concerns identified by the administrators of Missouri's urban-metropolitan schools are discussed in detail. These include financial concerns, student related concerns, community involvement and related issues, curriculum issues, teacher related concerns, administrative concerns, school desegregation-integration issues, and school legislation issues and problems. Recommendations and suggestions related to these concerns are made. In addition, descriptions of fifty-one effective, outstanding and exemplary programs and projects developed in a number of Missouri urban-metropolitan schools are summarized. (Author/EB)

ED 171 846 UD 019 459

Martinez, Floyd H.

Close Encounters of the Worst Kind: The Mental Health Care of Minorities.

Pub Date- 79
Note-20p.; Paper presented at the ADAMHA Conference on Minority Mental Health (Denver, Colorado)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Acculturation, *Cultural Differences, Ethnicity, *Health Needs, *Health Services, *Majority Attitudes, *Mental Health, *Minority Groups, Professional Training, Psychiatric Services, Racial Discrimination, Social Differences, Social Discrimination

There are many contributing factors to the mental health problems of minority groups. For example, the intergroup and intragroup diversity that exists between and among minority groups has not been recognized and controlled for by social and behavioral scientists. There are also certain social-psychological factors which predispose these groups to emotional disturbance and mental illness. Among them are the common experience of being conquered peoples, the assimilation-acculturation process, and their ethnic minority status. Discrimination and prejudice, poverty, cultural-linguistic barriers, undereducation, and poor physical health are other contributing factors. As a result of these factors, minority group members have a high incidence of mental health problems. In addition, basic misconceptions held by professionals and mental health workers lead to non-treatment or inappropriate treatment of minority group patients. There are also problems with diagnosis and psychological testing of minorities. Some advances have been made, but training institutions need to increase the number of minorities trained and their curriculum must account for cultural and ethnic differences. (Author/EB)

ED 171 847 UD 019 460

Crain, Robert L. Mahard, Rita E.

The Influence of High School Racial Composition on Black College Attendance and Test Performance. National Longitudinal Study. Sponsored Reports Series NCES 78-212.

Rand Corp., Santa Monica, Calif.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-NCES-78-212
Pub Date-Jan 78
Note-157p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Achievement Tests, *Black Achievement, *Black Students, *College Attendance, *College Bound Students, Grades (Scholastic), Higher Education, Longitudinal Studies, Northern Schools, Racial Composition, *School Integration, Secondary Education, Southern Schools, *Success Factors, Teacher Integration

The question asked in this study is "What are the processes by which different methods of desegregation affect different types of students on different kinds of outcomes?" This analysis focuses on three different types of outcomes: achievement test scores, college attendance, and reaching the junior year of college. The relationship between school racial composition and college attendance and survival rates for blacks is analyzed. The relationship between school racial composition and black achievement test score performance is also examined. Both these analyses are done separately for region (South or North). Parallel data for whites is presented. A causal model of some of the characteristics of desegregated schools is constructed. It focuses on two variables: racial composition of teaching staff and grades blacks earn. Those characteristics of desegregated schools that determine whether blacks attend college, the kind of college they attend, and the impact of the type of high school they attended on college survival rate are examined. It is proposed that the advantages of predominantly white schools in producing high achieving, college bound black students occur only because highly motivated black students choose to attend them. (Author/MC)

Options in Education Transcript: Program No. 158: Black Studies, One.'' Program No. 159: Black Studies, Two.''

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Pub Date- 79

Note-25p.; Not available in hard copy due to print size of the original document

Available from-National Public Radio Education, 2025 M Street, N.W., Washington, D.C. 20036 ($1.00)

Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Standards, Black History, Black Literature, *Black Role, *Black Studies, Career Opportunities, Elementary Secondary Education, Higher Education, *Instructional Materials, Multicultural Education, *Teacher Education

The evolution of black studies programs from the 1960s to date is described in this radio transcript. Criticisms of early black studies programs are discussed. Changes in black studies teaching materials are mentioned. The lack of a black perspective in instructional materials is examined. Inadequate teacher preparation in minority studies is discussed as is the failure of multicultural education. In the second radio program transcript the current status of black studies programs is examined and the need to integrate black studies into the whole curriculum is stressed. The trend toward a more academically oriented program is discussed. A transcript of a university class is provided as an example of a contemporary black oriented course. Career opportunities for Afro-American studies graduates are discussed. The status of black studies programs at Yale and Berkeley are examined. Reasons for the decline of black studies are suggested, and the qualifications of black studies graduates are defended. (Author/MC)

Stulac, Julie
Field Studies in Urban Desegregated Schools. Final Technical Report.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 79
Contract-400-76-0007
Note-199p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Caucasian Students, Childhood Friendship, Elementary Education, *Intergroup Relations, Minority Group Children, *Research, *School Integration, *Socialization, *Social Relations, Teacher Attitudes
Identifiers-*California (San Jose)

This report is a record of a two year observational study of a first grade class in a multiracial elementary school located in San Jose, California. The focus of this study is on the processes which characterize the social life of this particular school. Organizing concepts of the study, the method and plan of the study, and the structure of the school are described and discussed. Characteristics explored include ethnicity, sex, talent and academic competence and their relative influence on friendships and other social relationships. Teachers' perceptions of their chosen careers and work settings and principal-teacher relations at the school are investigated. Implications of these findings on the process of socialization among students at the school are considered. Standards of socialization discussed include universalism, independence, and achievement. Reflections on the study are outlined and recommendations dealing with the achievement of equal status relations among children in multiethnic schools are made. (Author/EB)

ED 171 850 UD 019 482

Fisner, Thomas H.

The Florida Competency Testing Program: Results and Reactions.

Pub Date- 79
Note-9p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills, Blacks, Caucasians, *Criterion Referenced Tests, *Educational Accountability, Elementary Secondary Education, Legal Problems, *Literacy, *Minimum Competency Testing, Minority Group Children, Program Evaluation
Identifiers-*Florida

As a result of the 1976 Educational Accountability Act, minimal competency tests were developed for grades 3, 5, 8 and 11 by the Florida State Board of Education. Results of the first administration of the 11th grade tests showed that the failure rate for minority black students was much higher than for white students. Results of the tests administered in the second year of testing were better for black and white students. The results of tests administered to all grades tested follow the same pattern as the 11th grade tests. There is no definite reason for the increased scores in the second year of the minimal competency testing program. However, new items were added to the second year tests and remedial and compensatory education programs were implemented. Florida citizens have had varying reactions to the testing program, but most have been supportive of it. There have been some legal actions challenging the tests. One such case involves minority students. Recommendations have been made to the Board of Education for improving both the way the test is constructed and the way it is administered. (PR)

ED 171 851 UD 019 485

Hart, Marilyn M.

Multi-Ethnic Families: A Treasure of the Inner City.

Pub Date- 79

Note-7p.; Remarks presented at the National Urban Education Conference (4th, Philadelphia, Pennsylvania, November 18, 1978)

Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cultural Pluralism, Elementary Secondary Education, *Ethnic Groups, Ethnicity, *Ethnic Studies, *Experiential Learning, *Family Life, *Inner City, *Multicultural Education

An untapped resource of the inner city is the ethnic pluralism of many of its students. Field trips to old, often historic, parts of the city can be used to enhance student knowledge about family life in both their own and other ethnic groups. This kind of environmental education can lead to positive outcomes for the student including: (1) pride in his family heritage; (2) awareness of the diverse backgrounds of Americans; (3) respect for other cultures; and (4) excitement in the learning process. In addition, parents can become involved with the school, home cultural values can be reinforced and school personnel can develop an understanding of the environment in which the students live. (PR)

ED 171 852 UD 019 487

Morgan, James M.

Project Termination Report; A Model Program in Affective Education; ESEA Title IV-C.

Cincinnati Public Schools, Ohio. Dept. of Research and Development.
Pub Date-31 Oct 78
Note-123p.; Not available in hard copy due to author's restriction; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescents, *Affective Behavior, Decision Making, Elementary Secondary Education, Emotional Development, *Instructional Materials, Intermediate Grades, Junior High Schools, Peer Relationship, Race Relations, Self Concept, *Student Needs, *Teacher Developed Materials
Identifiers-Elementary Secondary Education Act Title IV C, *Ohio (Cincinnati)

The purpose of this project was to develop and test a model intermediate and junior high school program in affective education. The results of a survey of students, teachers, and parents indicated that students had poorly developed perceptions of themselves and inadequate skills in forming relationships with others. The goals of the project were to insure that: (1) students would show growth in affective development; (2) teachers would be able to assess their students' level of affective development and plan and conduct class activities to help students; and (3) staff and teachers would produce a model program. Five areas of affective development were identified: (1) self concept development; (2) valuing and decision making; (3) peer relationships; (4) academic confidence; and (5) interracial/intercultural understanding. The intermediate level materials were developed at three levels: awareness, involvement, and commitment. In the junior high program one set of materials was developed for all areas except academic confidence. Teacher and student measures were developed to evaluate the effectiveness of the program. Presentations of the project were made to professional and community groups. Recommendations were made for a more intensive study of the materials and for integration of other program activities into the regular curriculum. (Author/MC)

Estupinian, Rafael
Obstacles in the Administration of Bilingual Programs.

Pub Date-Jun 79
Note-14p.; Paper presented at the Association of Mexican American Educators Annual Conference
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Problems, *Administrator Role, *Bilingual Education, Compensatory Education Programs, *Educational Legislation, Elementary Secondary Education, Federal Legislation, *Language Programs, *Law Enforcement, *Program Administration, State Legislation, Teacher Morale
Identifiers-*California

Legislation in the State of California has mandated bilingual programs. They must be included by administrators developing mainstream curricula for California schools. Not all program administrators have complied with this legislation. Legal requirements for bilingual programs have raised philosophical, legal and teacher morale problems for administrators. And, even though the laws mandate strict enforcement, program management is defined within the law and does not include a bilingual program administrator. In addition, while the process'' is mandated by law, products'' are not identified so this leads to problems with program/student evaluations. It can be concluded that program administrators must begin to question and discuss formats for the new legislation related to bilingual education. (Author/EB)

ED 171 854 UD 019 508

The Tutoring and Dropout Prevention Program at Boys and Girls High School.

Bedford-Stuyvesant Restoration Corp., Brooklyn, N.Y.
Pub Date-Dec 76
Note-15p.; Pages (including Appendices) have been deleted due to poor reproduction quality of the original document
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Dropout Prevention, *Educational Improvement, Educational Objectives, *Educational Programs, Educational Strategies, Program Costs, *Remedial Programs, Secondary Education, *Tutorial Programs
Identifiers-*Boys And Girls High School, *New York (Brooklyn)

In this project report problems with the tutoring program, objectives of the program and strategies employed by the program to deal with the problems are outlined. The school, Boys and Girls High School, its environment, and the program's sponsor, the Bedford Stuyvesant Restoration Corporation, Brooklyn, are described briefly. Results of the program's efforts and the implications of these results are summarized. Statements of the program's plans for the future and its costs for the 1975-76 academic year are provided. (EB)

ED 171 855 UD 019 510

McConahay, John B.

Symbolic Racism in America: The Issues are Different, But the Feeling Lingers On.

Pub Date-Sep 78
Note-16p.; Paper presented at the American Political Science Association Convention (New York, New York, September 3, 1978); Pages 14 and 15 may be marginally legible due to print quality of the original document
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Blacks, *Caucasians, Civil Rights, Discriminatory Attitudes (Social), Majority Attitudes, *Middle Class, Race Relations, *Racial Attitudes, Racial Integration, *Racism, *Socialization

Examined in this paper is the impact two shifts in the civil rights movement had upon racial attitudes: (1) the shift from the South to the rest of the nation, and (2) the shift from issues of freedom to those of equality. It is noted that as long as the civil rights movement remained principally in the South, Northern whites were real, if somewhat reluctant, allies of blacks. It is also noted that when Northerners began to see the civil rights movement as a threat, they drew upon their past experiences to interpret what was happening. Part of this experience helped to create anti-black feelings, and a belief in laissez-faire doctrines of government and traditional values. A number of studies are cited to illustrate the contention that the change from old-fashioned racism (segregation-integration issues and black stereotypes) to the new symbolic racism has not changed the basic racist attitudes of upper middle class whites. (Author/EB)

ED 171 858 UD 019 511

Skiera, Lou, Ed.
Declining Enrollment; Community Options and Actions.
Santa Barbara County Schools, Calif.
Pub Date-1 Mar 78
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies, Community Involvement, Cost Effectiveness, *Declining Enrollment, Elementary Secondary Education, Flexible Facilities, Parent Participation, *School Closing, *School Community Relationship, *School Organization, *School Planning, Year Round Schools

This paper suggests that school systems can develop and implement a plan to keep schools operating to the advantage of students, staff, and community despite declining enrollment. In arguing against the closing of schools, this paper provides quotes from a survey and summary statements from school officials to show that closings do not save school districts money and that school closings have a negative impact on surrounding neighborhoods. Brief summaries of case studies that illustrate diverse ways in which various school districts have coped with this problem are also provided. Some of the strategies discussed in these summarizations include a grandparent in the classroom'' program, year-round education, parental involvement, community and/or adult education, and the use of school buildings for non-school activities. (EB)

ED 171 857 UD 019 514

Thomas, Earl Preston Comick, Marvin

The Hoboken School District: A Mini Profile.

Greater Newark Urban Coalition, N.J.
Spons Agency-National Urban Coalition, Washington, D.C.
Pub Date-Mar 79
Note-20p.; Pages in the appendix may be marginally legible due to print quality of the original document
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Blacks, Income, Racial Composition, *School Districts, Spanish Americans, State Aid, *Tables (Data), Taxes
Identifiers-*New Jersey (Hoboken)

Hoboken is a low spending district with high needs and a low tax base. Student enrollment in Hoboken is predominantly black and Hispanic. Student achievement levels are among the lowest in New Jersey. In this report, these problems are put into perspective with the aid of tables which contain data about Hoboken itself as well as comparative data for Hoboken and other New Jersey cities. (PR)

ED 171 858 UD 019 515

Jones, Johnny L.

Corporal Punishment, Discipline and Cultural Differences and Expectations.

Pub Date-3 Nov 77
Note-14p.; Paper presented at the National Urban League Conference on Black Families: A Source of National Strength (Chicago, Illinois, November 3, 1977)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Black Students, Community Involvement, *Corporal Punishment, Cultural Background, *Cultural Differences, *Discipline, Educational Policy, Elementary Secondary Education, *Parent Responsibility, Racial Discrimination, *School Role, Self Esteem, Student Alienation

Schools can no longer be responsible for only the cognitive domain of the child. They must also expand to include the affective domain. When it comes to the corporal punishment or discipline of a disruptive black child, the child's cultural history and history of alienation must be considered. And, because it is the teacher who controls rewards and punishments, attention must also be given to the student-teacher subsystem within a school. Although it can be argued that it is the responsibility of the total community, and the black community in particular, to develop disciplined behavior among its youth, schools must also develop the black child's sense of identity and his self-image. This can be accomplished by parental/community involvement in school systems. For black children, any kind of alternative to corporal punishment is desirable, but for these to work completely, the parents must recognize their responsibility. If the process of discipline has been established for the child by the time he enters school, then the role of the school with regard to discipline can be realistically interpreted, assumed and applied in its proper context. (Author/EB)

ED 171 859 UD 019 517

Bailey, William C.

Deterrence and the Celerity of the Death Penalty: A Neglected Question in Deterrence Research. Discussion Paper No. 532-78.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Pub Date-Dec 78
Note-50p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Crime, Criminals, *Death, *Law Enforcement, *Prevention, Public Policy, *Research
Identifiers-*Capital Punishment, *Death Penalty, Homicide

This paper focuses on the deterrent effect of the celerity of the death penalty on homicide rates. The deterrent effect of both the certainty and the celerity of the death penalty on homicide rates is examined cross-sectionally for States. Multiple measures of execution and homicide are considered, along with various sociodemographic variables, in investigating the possible spuriousness of the sanction-offense rate relationship. Analysis consistently fails to provide support for the deterrence argument for the effect of the certainty and celerity of executions on homicide rates. Rather, results fall well within the pattern of negative findings of over five decades of deterrence and death penalty research. (Author/EB)

ED 171 860 UD 019 518

Linney, Jean Ann Seidman, Edward

Court-ordered Desegregation: Shuffling the Deck or Playing a Different Game.

Pub Date-Aug 78

Note-19p.; Not available in hard copy due to print quality of the original document; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, Black Students, Caucasian Students, Elementary Secondary Education, *Equal Education, *Integration Effects, *Race Relations, *Racially Balanced Schools, Research, *Research Methodology, *School Integration, Social Change

Identifiers-Brown v Board of Education

The focus of this report is on the utility of desegregation as a method for achieving racial equality. Background information is provided through a discussion of the Brown Decision, a review of related literature and the meaning of racial equality. Comparisons of black and white achievement scores are used to address the question of equality. Additional data and a pattern of data analysis based on a three year investigation of a midwestern city's court-ordered desegregation program are used to illustrate a perspective for research on desegregation. Reference is made to variables which affect first order change'' (apparent change) and second order change'' (real change). It is argued that the question of whether desegregation works or not is somewhat less important than the more specific questions which identify the kinds of change and the important variables which determine the desired outcomes. (Author/EB)

ED 171 861 UD 019 520

Endicott, Fran Thomas, Barb.

The City Kids' Book. OISE Curriculum Series No. 37.

Ontario Inst. for Studies in Education, Toronto.
Pub Date-79
Note-143p.
Available from-Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($6.75)
Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Community Characteristics, *Cross Cultural Studies, Cultural Differences, Discriminatory Attitudes (Social), Elementary Secondary Education, Employment Opportunities, *Ethnic Groups, Family Characteristics, Inner City, Minority Groups, *Multicultural Education, *Urban Areas, *Urban Education, *Urban Population
Identifiers-*Canada

Compiled in this curriculum program are a number of poems, stories, classroom activities, songs and illustrations dealing with various aspects of a multiethnic urban environment in Canada. Designed to familiarize students with the diverse urban population, differences and similarities among individuals, communities, and families of different ethnic and minority groups in a city are described. Also considered are the different kinds of jobs held and job opportunities available to these people. Racism and other discriminatory attitudes are problems presented in some of the stories. (EB)

ED 171 862 UD 019 521

MacDonald, Tom Piliavin, Irving
The Effects of Separation of Services and Income Maintenance on AFDC Recipients. Discussion Paper No. 528-78.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
Pub Date-Mar 79
Note-77p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Agency Role, Delivery Systems, Income, *Money Management, *Organizational Change, *Public Opinion, *Public Policy, Research, Social Responsibility, Social Services, *Welfare Agencies, *Welfare Recipients

In recent years the delivery of social services in public welfare agencies has been separated from income maintenance responsibilities. This change has received support from many sources, including social workers. However, no systematic effort has been made to ascertain welfare recipients' response to separation. This report describes a field experiment that was designed to examine some of these responses. The experimental results suggest that the preseparation form of social service delivery leads to greater recipient demand for and greater satisfaction with services. Some implications of these results for social policy formation are discussed. (Author)

ED 171 863 UD 019 523

Bradbury, Katharine And Others

Public Assistance, Female Headship, and Economic Well-Being. Discussion Paper No. 536-78.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date-Feb 78

Grant-APR-77-01603

Note-51p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Fatherless Family, *Females, *Heads of Households, One Parent Family, *Socioeconomic Status, *Statistical Studies, *Welfare

In recent years there has been a rapid growth in the number of households headed by women and in the proportion of these households receiving public assistance. This paper presents a model to test the hypothesis that changes in the public assistance system contributed to the increase in these households. Current Population Survey data on the number of women in various household status categories are analyzed. Major findings include: (1) most of the increase in female-headed households was accounted for by childless women who are generally ineligible for public assistance benefits; (2) although the public assistance system has become more generous in recent years, a married woman who becomes a female head can expect a substantial drop in her level of economic well-being. (Author)

ED 171 864 UD 019 529

Phelps, Sheila
Pilipino Bilingual/Bicultural Program Parents Handbook.
Chula Vista City School District, Calif.
Pub Date- 79
Note-12p.; One page of the student checklist has been deleted due to poor reproduction quality of the original document
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, *Filipino Americans, Guidelines, *Multicultural Education, Parent Participation, Parent Role, *Parent School Relationship

Designed for parents whose children are participants in a Pilipino bilingual bicultural program, this brief handbook describes the program. Guidelines for and expected outcomes of the program are listed. A student checklist for the cultural program is provided. (PR)

ED 171 865 UD 019 530

Soberano, Rawlein G.

Teacher Training in Indo-Chinese Ethnic Studies; A Credit/Non-Credit Course for School Personnel Working With the Indo-Chinese.

Our Lady of the Holy Cross Coll., New Orleans, La.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Note-51p.; Not available in hard copy due to author's restriction ; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Ethnic Studies, Evaluation Criteria, *Indochinese, Learning Activities, *Learning Modules, *Multicultural Education, *Teacher Developed Materials, *Teacher Education, Teaching Methods

This course outline includes four conceptually independent units or modules of study: (1) Influence of Cultural and Social Factors on Perception: Implications for Education; (2) Understanding Indo-Chinese Culture; (3) Understanding Intercultural Relations in Schools; and (4) Designing Indo-Chinese Ethnic Studies. Each module is outlined and contains a description, rationale, performance objectives, prerequisite requirements, organizational topics, instructional methods, learning activities, resources, and evaluation methods/criteria. Sample handouts covering various aspects of Indo-Chinese culture and ample discussion topics are provided. Conceptual models for ethnic studies, training needs, a course syllabus, and an instructional module are illustrated. (EB)

ED 171 866 UD 019 534

Parker, Robert H. Parker, William C.

I Ain't No Group, I'm Me (Gifted and Talented Educational Program Perspectives).

Pub Date- 77
Note-22p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Black Culture, *Black Students, *Cultural Differences, *Educational Needs, *Educational Responsibility, Effective Teaching, Gifted, *Social Differences

To effectively address minority educational concerns, educators must understand and be sensitive to minority group students' cultural and social differences. In addressing the unmet educational needs of gifted and talented minority students, they must recognize the fact that minority cultures are ``legitimate'' and that the influence of these cultures can (and often do) render minority students profoundly different from students in the majority culture. These differences must be considered in educating or counseling minority youth. (Author/EB)

ED 171 867 UD 019 535

Architects-in-Schools 1976-1977; The Architecture/Environmental Arts Component of the Artists-in-Schools Program of the National Endowment for the Arts.

Educational Futures, Inc., Philadelphia, Pa.
Spons Agency-National Endowment for the Arts, Washington, D.C.
Pub Date-77
Note-139p.; For a related document, see UD 019 542; Photographs may not reproduce well
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Architects, *Architectural Education, *Art Education, Design Crafts, *Educational Programs, Elementary Secondary Education, Learning Activities, *Program Content, Program Development

This booklet describes the concepts behind the Architects-in-School Program, its objectives, roles and responsibilities. It also provides details on the Program's introduction into 62 public and private schools around the country. The residencies described are presented alphabetically by State. Each description includes information on the architect-in-residence locality and length of residency, resources, and specific activities undertaken. Comments concerning each residency are also provided. (EB)

ED 171 868 UD 019 540

Eash, Maurice J. Bernstein, Jean C.

Analysis and Evaluation of Strategies for Improving Educational Achievement Under Desegregation: A Case Study of Park Forest-Chicago Heights Elementary District 163 (Cook County, Illinois).

Pub Date-Apr 79

Note-9p.; Not available in hard copy due to print quality of the original document; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, California, April, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, *Board of Education Policy, *Educational Assessment, Educational Improvement, *Educational Strategies, Elementary Secondary Education, Equal Education, *Instructional Improvement, Program Evaluation, *School Integration, School Organization

The purpose of this paper is to explicate, analyze and evaluate the strategies used by the school district to improve student achievement. The first section of the report reviews background information about the evaluation program in the district. Subsequent sections of the report describe the manner in which action programs were developed to strengthen classroom instruction, the staging of these activities, and the role evaluation played in devising strategies. Specific strategies discussed are those used for: (1) the development of instructional guidelines; (2) redefinition of administrative roles; and (3) establishment of equal educational opportunity as a common district goal. The effectiveness of each of these strategies is assessed and the last section of the report summarizes conclusions drawn from the district's experience. (Author/EB)

ED 171 869 UD 019 542

1977-1978 Architects-in-Schools; Architecture/Environmental Arts Component, Artists-in-Schools Programs.

Educational Futures, Inc., Philadelphia, Pa.

Spons Agency-National Endowment for the Arts, Washington, D.C.

Pub Date-78

Note-128p.; For a related document, see UD 019 535

Available from-Educational Futures, Inc., 2118 Spruce Street, Philadelphia, Pennsylvania 19103 ($3.50 plus $0.50 postage/handling)

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Architects *Architectural Education, *Art Education, Design Crafts, *Educational Programs, Elementary Secondary Education, Learning Activities, *Program Content, Program Development, *Program Effectiveness, Program Evaluation

This booklet describes the concepts behind the Architects-in-School Program and summarizes the program's successes and some of the problems it has encountered during its two years of implementation. Detailed descriptions of 48 program implementations in 26 States are provided. Each description is presented alphabetically by State and includes information on the architect-in-residence, locality and length of residency, resources and specific activities undertaken. Comments concerning each residency are also included. (EB)

ED 171 870 UD 019 543

Richards, James M., Jr. And Others

An Evaluation of the 1977 Minority Introduction to Engineering Summer Program. Report No. 270.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-Engineers' Council for Professional Development, New York, N.Y.

Pub Date-Dec 78

Note-100p.

Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*College Bound Students, Educational Background, *Engineering, High School Students, *Minority Groups, *Program Evaluation, Senior High Schools, *Summer Science Programs

Identifiers-*minority Introduction to Engineering Program

This program brings selected minority high school students to engineering schools all over the United States during the summer between their junior and senior year in high school. The students experience activities which familiarize them with engineering and with college. The evaluation of the program was based on pre- and post-data obtained from self-report questionnaires. The results indicated that the program, Minority Introduction to Engineering (MITE), achieved its main goal of increasing the number of minority students planning to study engineering. A list of participating institutions, sample evaluation forms (including questionnaires) and tables of data are included as part of this program evaluation. (Author/MC)

ED 171 871 UD 019 544

White, Karl R.

The Relationship between Socioeconomic Status and Academic Achievement.

Pub Date-12 Apr 79
Note-49p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Educational Research, Educational Researchers, Research, *Research Methodology, *Research Problems, *Socioeconomic Status, Statistical Analysis

Meta-analysis techniques for integrating research findings are utilized in this report to determine the magnitude of the relationship between socioeconomic status (SES) and academic achievement. Also investigated are the factors which contribute to the large amount of variance in previously reported correlations between these two variables. Over 100 studies yielding 636 correlation coefficients are included in the meta-analysis. Findings indicate that the relationship between SES and academic achievement is probably much weaker than many people have assumed. Findings also indicate that the variance in reported correlations between SES and academic achievement are due to the fact that most of the significant variables which influence the strength of the correlation are directly under the researcher's control. Recommendations concerning the most appropriate way of using measures of SES in future research applications are made. (Author/EB)

Thompson, Theodis

Public Policy and Minority Health Manpower: Linking Alcohol Drug Abuse and Mental Health Issues to Manpower Resources.

Pub Date-May 78
Note-36p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Alcoholism, Drug Abuse, Federal Legislation, *Health Personnel, *Health Services, *Manpower Development, *Manpower Needs, *Mental Health, *Minority Groups, Public Policy

This report reviews selected issues related to minority health manpower with a specific focus on mental health, alcohol, and drug abuse programs. Particular attention is given to the public policy that separates treatment for mental health from that of physical health. Reference is made to the confusion that exists in a dual system of health care with respect to caring for different classes of patients. Also the problem of distinguishing mental health from mental illness is described. Mandates issued by Congress to deal with the shortage and maldistribution of quality mental health care resources are discussed. Steps taken by the Federal Government to increase the supply of health professionals including minorities are described. Strategies developed by the National Institute on Drug Abuse, the National Institute of Alcohol Abuse and Alcoholism, and the National Institute of Mental Health to deal with manpower needs and training are also described. Statistics are reported showing the paucity of data on mental health related manpower and recommendations concerning data collection, a national mental health policy and a minority manpower program are made. (Author/EB)

Yin, Robert K. And Others

Changing Urban Bureaucracies: How New Practices Become Routinized. Appendixes.

Rand Corp., Santa Monica, Calif.

Spons Agency-National Science Foundation, Washington, D.C. Div. of Policy Research and Analysis.

Report No.-R-2277/1-NSF

Pub Date-Mar 78

Grant-PRA-76-15207

Note-197p.; For a related document, see UD 019 424; Not available in hard copy due to institution's restriction ; Best copy available

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bureaucracy, *Change Strategies, Community Services, *Data Analysis, *Data Collection, Data Processing, *Innovation, *Organizational Change

In these appendices different aspects of the case study approach to organizational change are covered. A comparison is made between on-site interviews and telephone interviews as methods of data collection. It is concluded that in spite of the great disparity in costs, the use of personal interviews is a necessary method for data collection. Methods used in previous studies of agency innovations confirm this need. Copies of the data collection instruments used in the study, including the guidelines for face-to-face interviewing as well as the instruments for telephone interviews, are provided. Eight studies of innovation developed as a result of fieldwork are presented. For each study the background and nature of the innovation, the current status of routinization, and a review of the possible reasons for routinization status are described. A detailed analysis of responses to telephone interviews for these case studies is provided. Also, four traditional approaches to studying bureaucratic innovation are reviewed. (Author/MC)

Ability Identification
A Primer of Item Response Theory. Technical Report 940279. ED 171 730

Abortions
Cohort Changes in Attitudes About Legalized Abortion. ED 170 674

Abstracts
Annual Report and Abstracts of Research, July 1977-June 1978. ED 171 275
Investigations in Mathematics Education, Vol. 12, No. 2, Spring 1979. ED 171 561
Resources in Education (RIE). Volume 14, Number 10. ED 170 448

Academic Ability
Measuring the Appropriateness of Multiple-Choice Test Scores. ED 171 720
On the Generality of Ability Factor Structure Across the Adult Life-Span. ED 170 676

Academic Achievement
Analysis and Evaluation of Strategies for Improving Educational Achievement Under Desegregation: A Case Study of Park Forest-Chicago Heights Elementary District 163 (Cook County, Illinois). ED 171 868
Annual Test Report. 1977-78. ED 171 791
The Assessment Placement and Monitoring Index: A Non-Categorical Severity Scale for Handicapped Students. ED 171 088
California Community College Students Who Transfer. A Continuation of Through the Open Door: A Study of Patterns of Enrollment and Performance in California's Community Colleges. ED 171 350
Classroom Caring and Concern Affect Student Outcomes. ED 171 411
A Comparison of High-Inference and Low-Inference Measures of Teacher Behaviors as Predictors of Pupil Attitudes and Achievements. ED 171 780
Compatibility of Teaching Strategies and Learning Styles as a Determinant of Academic Success. ED 171 752
Correlations between Critical Thinking Achievement and Scholastic Aptitude in High School Seniors. ED 170 755
Critical Moments in Teaching (Series of 15 Films). Description of Teacher Inservice Education Materials. ED 171 686
Do Male Teachers in the Early School Years Make a Difference? A Review of the Literature. ED 171 387
Educational Outcomes of Social Studies Programs in Rural Schools. ED 171 461
Education and Employment. The Problems of Early School-Leavers. ED 171 595
The Effect of an Extended Teacher Wait-Time on Science Achievement. ED 171 577
The Effects of a Diagnostic-Prescriptive Teaching Strategy on the Achievement and Attitudes of High School Biology Students. ED 171 578
Evaluation of a Successful Remedial Summer School Program. ED 171 798
First-Year University of Washington Performance of Transfers from Other Washington State Post-Secondary Institutions. Report 79-11. ED 171 207
How Do the Preschool Children of the Community Education Center Perform in the Public School System?: An Evaluation of Children's Performance and Parent Participation. ED 171 367
Independent Learning and Low Socio-Economic Classrooms: Problems of Program Implementation and Assessment. ED 171 714
Instructional, Context, and Individual Differences in Pupil Involvement in Learning Activity. ED 171 409
An Investigation of Intellectual and Non-Intellectual Variables as Predictors of Academic Success of High Risk College Freshmen at Southern Illinois University at Carbondale. ED 171 195
K-12 Urban Career Education Infusion Project. Final Evaluation. ED 170 469
K-12 Urban Career Education Infusion Project Needs Assessment. ED 170 470
Mastery Learning. Bibliographies in Education No. 69. ED 171 682
Math Confidence and Performance as a Function of Individual Differences in Math Aptitude. ED 171 565
The Multidimensional-Multiattributional Causality Scale: The Development of a Goal Specific Locus of Control Scale. ED 171 737
A Public School Comprehensive Interdisciplinary Day Treatment Program for Preadolescents and Adolescents with Severe Learning and Behavioral Disturbances. ED 171 081
The Relationship Among Intellectual Development, Achievement and Self-Concept of Elementary School Minority Children. ED 171 828
The Relationship between Socioeconomic Status and Academic Achievement. ED 171 871
Relationships Among Grade Point Average, Vocabulary, Reading Comprehension, and Reading Rate of College Students. ED 171 221
Relative Progress of Children in School: 1976. Current Population Reports, Population Characteristics, Series P-20, No. 337. ED 171 613
The Role of Academic Advising in Compensatory Education Programs. ED 171 819
A Study of Year-Round Schools. Executive Summary. ED 170 925
A Study of Year-Round Schools. Volume I: Final Report. ED 170 926
Who Are the Disadvantaged and What Should We Do for Them? The Relationship of Family Variables to Achievement and Some Implications for Educational Programming. Publication No. 77.40. ED 171 438

Academically Gifted
The Astor Program for Gifted Children Pre-Kindergarten Through the Primary Grades. Five Years Later - Evaluation and Problems of Transition. ED 171 054

Academic Aptitude
Correlations between Critical Thinking Achievement and Scholastic Aptitude in High School Seniors. ED 170 755
Math Confidence and Performance as a Function of Individual Differences in Math Aptitude. ED 171 565

Academic Aspiration
Second Best: Resolving the Unfulfilled Promise of the Community College. ED 171 359

Academic Failure
Language Management in Education: The Australian Context. ED 170 772//

Academic Libraries
An Assessment of Ten Academic Library Instruction Programs in the United States and Canada. ED 171 276
A Directory of Bibliographic Instruction Programs in New England Academic Libraries. ED 171 259
A Position Paper on the Proposed Virginia Integrated Library Network. ED 171 299

Academic Rank (Professional)
A Descriptive Study of the Role of the Provost in U.S. Higher Education. ED 171 234

Academic Standards
College Placement and Credit by Examination: 1978 Guide to Institutional Policies. Advanced Placement Program. College-Level Examination Program. Achievement Tests. Test of Standard Written English. ED 171 774
Options in Education Transcript: Program No. 158: Black Studies, One.'' Program No. 159: Black Studies, Two.'' ED 171 848
Policies and Procedures. ED 171 169//
Setting Performance Standards. ED 171 775//

Accelerated Courses
An Alternative Route to Chemical Engineering for Minority and Other Students. ED 171 818

Acceleration
Sex Differences in Attitudes and Course-Taking in Mathematics Among the Gifted: Implications for Counseling and Career Education. ED 171 552

Accessibility
Opening Doors: A Handbook on Making Facilities Accessible to Handicapped People. ED 170 979

Access (Information)
The Internationality of Information Banks Online Bibliographic Databases. ED 171 239

Access to Education
Access to Higher Education: Mainstreaming on the Campus. ED 171 031
English as a Second Language for Adults. Discussion Paper 04/79. ED 171 338
An Essay on Incarcerated Youth: An Oppressed Group. ED 170 991
The Mother Tongue as a Means of Promoting Equal Access to Education in Nigeria: Problems and Solutions. Linguistic Documentation for Developing Countries: Cases, Problems, Solutions. ED 171 115
Second Best: Resolving the Unfulfilled Promise of the Community College. ED 171 359
The State Investment in Private Higher Education in New York: A Report. ED 171 168
The Status of Primary School Buildings in the Rural Villages of Pakistan, 1976. ED 171 483
The System of Distance Education. Papers to the ICCE International Conference (10th, Brighton, Great Britain, May 12-16, 1975). ED 170 549
The System of Distance Education - Vol 2: Proceedings Papers to the ICCE International Conference (10th, Brighton, Great Britain, May 12-16, 1975). ED 170 550
Vocational Equal Access Research Project. Final Report. ED 170 592

Accountability
Pueblo Management Development: An Approach Toward the Development of Pueblo Leaders and Their Governmental Operations. ED 171 507
Putting the Student's Right to Know into Practice. Testimony on the Administration's Proposals for Reauthorization of Title IV (Student Financial Assistance) and Other Parts of the Higher Education Act. ED 171 181
Why Have a Traumatic Time Creating an Accountable Developmental Guidance Program When Someone Else Already Had That Particular Nervous Breakdown? ED 170 643

Accounting
Evaluation of the Flexible Laboratory Instruction Program II. ED 171 107
Units of Instruction for Vocational Office Education. Volume 2. Office Occupations Related Information, Accounting and Computing Occupations, Information Communications Occupations, Stenographic, Secretarial, and Related Occupations. Teacher's Guide. ED 170 605

Accreditation (Institutions)
Colleges and Universities Offering Accredited Programs by Accreditation Field; Including Selected Characteristics, 1977-78. ED 171 203
An NCATE Evaluation of a University Library: A Case History. ED 171 240
Policies and Procedures. ED 171 169//
A Sequential Evaluation Model for Institutions with Off-Campus Programs. ED 171 205
What Assurance Does Office of Education's Eligibility Process Provide? Report to the Congress. ED 170 885

Achievement
Allocated Time, Engaged Time and Academic Learning Time in Elementary School Mathematics Instruction. ED 171 539
Effects of Home and School on Learning Mathematics, Political Knowledge and Political Attitudes. ED 171 518
Evaluation of Teaching and Learning Models for Mathematics and Reading. Final Report. ED 171 523
An Investigation of the Interactive Effects Among Student Types, Teacher Types, and Instructional Types on the Mathematics Achievement of Fourth Grade Students. ED 171 549
Investigations With Calculators: Abstracts and Critical Analyses of Research. Supplement. ED 171 585

Achievement Gains
Four Preschool Programs: Their Lasting Effects. ED 171 415
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